

Rubric linking the feedback from the Manitoba Special Education Review (current practice) with the Standards for Student Services (expected practice)

January 16, 2017

Areas of focus: Instructional Practices & Programming Interventions

I.E.P. Content/Process

Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles	Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice	Stage 3 Actions that are reflective of the guiding principles	Stage 4 Actions at such a high level that they are associated with 'ideal' practice
<p><input type="checkbox"/> No consistent procedures for developing, monitoring and evaluating student specific plans (IEP's)</p>	<p><input type="checkbox"/> Processes and procedures with respect to developing, monitoring and evaluating student-specific plans (IEP's) are emerging but they are not followed consistently</p>	<p><input type="checkbox"/> Processes and procedures with respect to developing, monitoring and evaluating student-specific plans (IEP's) have been formalized and most team members understand and follow the process</p>	<p><input type="checkbox"/> Processes and procedures with respect to developing, monitoring and evaluating student-specific plans (IEP's) have been formalized and all team members understand and consistently follow the process; Student-specific plans are adjusted to reflect data collected regarding student's progress on an ongoing basis</p>
<p><input type="checkbox"/> The student specific plan (IEP) does not contain information about the student's current level of performance</p>	<p><input type="checkbox"/> The student specific plan (IEP) contains some information about the student's current level of performance but it is vague and there is limited linkage to the student-specific outcomes contained in the IEP</p>	<p><input type="checkbox"/> The student specific plan (IEP) contains clear and concise information about the student's current level of performance and demonstrates some linkage to the student-specific outcomes in the IEP</p>	<p><input type="checkbox"/> The student specific plan (IEP) contains clear and concise information about the student's current level of performance and there is a direct linkage to the student-specific outcomes contained in the (IEP)</p>
<p>Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles</p> <p><input type="checkbox"/> The student specific plan (IEP) contains student specific outcomes but they are written using vague (not S.M.A.R.T.) language and the current level of performance is not provided</p>	<p>Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice</p> <p><input type="checkbox"/> The student specific plan (IEP) contains student specific outcomes and some are written using S.M.A.R.T. language but there is limited linkage to the student's current level of performance</p>	<p>Stage 3 Actions that are reflective of the guiding principles</p> <p><input type="checkbox"/> The student specific plan (IEP) contains priority student specific outcomes and most are written using S.M.A.R.T. language and there is some linkage to the student's current level of performance</p>	<p>Stage 4 Actions at such a high level that they are associated with 'ideal' practice</p> <p><input type="checkbox"/> The student specific plan (IEP) contains priority student specific outcomes that are written using S.M.A.R.T. language and there is direct linkage to the student's current level of performance</p>
<p><input type="checkbox"/> Student specific outcomes in IEP are not broken down into performance objectives (small, manageable steps that are essential components of achieving the student specific outcomes)</p>	<p><input type="checkbox"/> Some student specific outcomes plan IEP are broken down into performance objectives (small, manageable steps that are essential components of achieving the student specific outcomes)</p>	<p><input type="checkbox"/> Most student specific outcomes in IEP are broken down into performance objectives (small, manageable steps that are essential components of achieving the student specific outcomes) and they are attainable within a reasonable amount of time</p>	<p><input type="checkbox"/> All student specific outcomes in the IEP are broken down into performance objectives (small, manageable steps that are essential components of achieving the student specific outcomes) and they are attainable within a reasonable amount of time and the date of achievement corresponds with reporting periods</p>
<p>Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles</p> <p><input type="checkbox"/> There is no evidence of an implementation plan to support the achievement of the student specific outcomes in the IEP, therefore team members and their corresponding roles and responsibilities also are not identified</p>	<p>Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice</p> <p><input type="checkbox"/> The implementation plan to support the achievement of the student specific outcomes in the IEP is vague. The roles of team members in supporting the achievement of the student specific outcomes are non-specific</p>	<p>Stage 3 Actions that are reflective of the guiding principles</p> <p><input type="checkbox"/> The implementation plan to support the achievement of the student specific outcomes in the IEP outlines some of the instructional strategies and materials to be used and some of the assessment strategies that will be used.</p>	<p>Stage 4 Actions at such a high level that they are associated with 'ideal' practice</p> <p><input type="checkbox"/> The implementation plan to support the achievement of student specific outcomes in the IEP is specific and includes the instructional strategies and materials to be used, the identification of appropriate assessment strategies, the names of the team members who will implement the plan and their corresponding roles and responsibilities are clearly delineated</p>
<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>

Interactive Roles of the IEP Team

Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles	Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice	Stage 3 Actions that are reflective of the guiding principles	Stage 4 Actions at such a high level that they are associated with 'ideal' practice
<input type="checkbox"/> Resource Teacher/counselor develop student-specific plans (IEP's)	<input type="checkbox"/> Classroom teacher, resource teacher and counselor develop student-specific plans (IEP's)	<input type="checkbox"/> Parents, students (when appropriate), administrators, teachers, resource teachers, counselors, clinicians and outside supports are involved in the development of specific plans (IEP's)	<input type="checkbox"/> Parents, students (when appropriate), administrators, teachers, resource teachers, counselors, clinicians and outside supports are involved in the development, review and update of student-specific plans (IEP's) Shared added to process.
<input type="checkbox"/> Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles Case managers are not clearly identified and there are no processes and procedures that outline the roles and responsibilities of the case manager	<input type="checkbox"/> Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice The principal designates a case manager but there are no processes and procedures that outline the roles and responsibilities of the case manager	<input type="checkbox"/> Stage 3 Actions that are reflective of the guiding principles The principal designates a case manager and there are processes and procedures that outline the roles and responsibilities of the case manager that are known by some team members and there is evidence that they are being followed	<input type="checkbox"/> Stage 4 Actions at such a high level that they are associated with 'ideal' practice The principal designates a case manager and there are school division processes and procedures that outline the roles and responsibilities of the case manager that are known to all team members and they are followed consistently
<input type="checkbox"/> No opportunity for parents to be involved in planning, problem solving and decision making related to the IEP planning process; Parents do not receive information about students' progress at the regularly scheduled reporting periods	<input type="checkbox"/> Limited opportunity for parents to be involved in planning, problem solving and decision making related to the IEP; Parents receive some information about students' progress annually	<input type="checkbox"/> Parents are actively involved in planning, problem solving and decision making related to the IEP; Parents are informed of students' progress at the regularly scheduled reporting periods and their written, informed consent is obtained through their signature on the IEP	<input type="checkbox"/> Parents are actively involved in planning, problem solving and decision making related to the IEP; Parents are provided with regular feedback about students' progress and formally informed of students' progress at the regularly scheduled reporting periods or more frequently if programming changes are deemed appropriate and their written, informed consent is obtained through their signature on the IEP; In the event their signature is not obtained all efforts to obtain their signature must be documented
<input type="checkbox"/> Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles There is no evidence of student voice in the student specific planning process IEP (where appropriate)	<input type="checkbox"/> Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice There is limited evidence of student voice in the student specific planning process IEP (where appropriate)	<input type="checkbox"/> Stage 3 Actions that are reflective of the guiding principles Student voice is reflected in the student specific planning process IEP; Student attends meetings and is invited to share interests and goals (where appropriate)..	<input type="checkbox"/> Stage 4 Actions at such a high level that they are associated with 'ideal' practice Student voice is reflected in the student-specific planning process (IEP planning); Student may request a meeting, attend meetings, identify priorities and there is evidence that students' self-advocacy is actively supported and encouraged by the team (where appropriate)

Compliance with Pupil File Guidelines

Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles	Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice	Stage 3 Actions that are reflective of the guiding principles	Stage 4 Actions at such a high level that they are associated with 'ideal' practice
<input type="checkbox"/> Programming documents used in the student specific planning process (IEP) contain sensitive assessment and diagnostic information and therefore do not comply with the Manitoba Pupil Files Guidelines, FIPA and PHIA	<input type="checkbox"/> Programming documents used in the student specific planning process (IEP) contain sensitive assessment and diagnostic information and therefore do not comply with the Manitoba Pupil Files Guidelines, FIPA and PHIA. Attempts are being made to ensure programming documents that contain sensitive assessment and diagnostic information are housed in a secure location	<input type="checkbox"/> Programming documents used in the student specific planning process (IEP) do not contain sensitive assessment and diagnostic information. Attempts are being made to comply with the Manitoba Pupil Files Guidelines, FIPA and PHIA	<input type="checkbox"/> Programming documents used in the student specific planning process (IEP) do not contain sensitive assessment and diagnostic information. Planning tools comply with the Manitoba Pupil Files Guidelines, FIPA and PHIA.

Shared Understanding of the Range of Instructional Supports for Addressing Student Diversity

Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles	Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice	Stage 3 Actions that are reflective of the guiding principles	Stage 4 Actions at such a high level that they are associated with 'ideal' practice
<input type="checkbox"/> Terminology related to differentiation, adaptation and modification is not understood by all team members	<input type="checkbox"/> A shared understanding of terminology related to differentiation, adaptation and modification is emerging	<input type="checkbox"/> A shared understanding of differentiation, adaptation and modification exists and is evident in teacher practice	<input type="checkbox"/> A shared understanding of differentiation, adaptation and modification exists and is evident in teacher practice and in the student specific planning process and documentation
<input type="checkbox"/> Modified course outcomes are not identified for students with significant cognitive disabilities who are enrolled in modified credit courses at the high school level	<input type="checkbox"/> Some modified course outcomes are identified for students with significant cognitive disabilities who are enrolled in modified credit courses at the high school level	<input type="checkbox"/> Most modified course outcomes are identified for students with significant cognitive disabilities who are enrolled in modified credit courses at the high school level and an implementation plan that includes some of the instructional strategies that will be used to facilitate student achievement relative to the curriculum modifications are identified	<input type="checkbox"/> All modified course outcomes are identified for students with significant cognitive disabilities who are enrolled in a modified credit at the high school level and an implementation plan that includes the instructional strategies that will be used to facilitate student achievement relative to the curriculum modifications are identified

Transition Planning

Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles	Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice	Stage 3 Actions that are reflective of the guiding principles	Stage 4 Actions at such a high level that they are associated with 'ideal' practice
<input type="checkbox"/> There are no processes or procedures outlined for transition planning between schools and between grades	<input type="checkbox"/> Processes and procedures for transition between grades and between schools are outlined but implementation is inconsistent	<input type="checkbox"/> Processes and procedures for transition between grades and between schools are outlined and consistently implemented	<input type="checkbox"/> Processes and procedures for transition between grades and between schools are outlined and consistently implemented and information about these processes is accessible to families and all team members
<input type="checkbox"/> In high school, there is no adherence to the provincial protocol for transitioning students 14 and up (Bridging to Adulthood) to adult life and no divisional processes and procedures to support this process; an Individualized Transition Plan (ITP) is not used	<input type="checkbox"/> In high school, divisional process for transitioning students 14 and up to adulthood are outlined and adhere to the provincial protocol (Bridging to Adulthood) but they are not followed consistently; some students who require an Individualized Transition Plan have an ITP	<input type="checkbox"/> In high school, divisional process for transitioning students 14 and up to adulthood are outlined and adhere to the provincial protocol (Bridging to Adulthood) and are consistently followed by school team members; most students who require an Individualized Transition Plan have an ITP	<input type="checkbox"/> In high school, divisional process for transitioning students 14 and up to adulthood are outlined and adhere to the provincial protocol (Bridging to Adulthood) and are consistently followed by school team members; parents and outside service providers; all students who require an Individualized Transition Plan have an ITP
<input type="checkbox"/> In high schools, there is no documentation of transition planning in the Individualized Transition Plan (ITP)	<input type="checkbox"/> In high schools, there is limited documentation of transition planning in the Individualized Transition Plan (ITP)	<input type="checkbox"/> In high schools, there is some documentation of transition planning in the Individualized Transition Plan (ITP), however the steps and timelines outlined in the provincial protocol (Bridging to Adulthood) are not monitored consistently	<input type="checkbox"/> In high schools transition planning is documented in the Individualized Transition Plan (ITP) and adherence to the steps and timelines outlined in the Transition Planning Protocol are monitored; there also is evidence of planning to address critical factors that may affect successful transition, as well as indicators of successful transition
<input type="checkbox"/> Stage 1 Actions that are incongruent or out-of-step with the intent of the guiding principles In high schools, there are no student specific outcomes related to skill development for future living contained in the Individualized Transition Plan (ITP)	<input type="checkbox"/> Stage 2 Actions that demonstrate beginning, but limited, attempts to incorporate the intent of the guiding principles into practice In high schools, there is limited documentation and implementation of student specific outcomes related to skill development for future living in an Individualized Transition Plan (ITP)	<input type="checkbox"/> Stage 3 Actions that are reflective of the guiding principles In high schools, there is evidence of the documentation and implementation of student specific outcomes related to skill development for future living in an Individualized Transition Plan (ITP)	<input type="checkbox"/> Stage 4 Actions at such a high level that they are associated with 'ideal' practice In high schools, there is evidence of the documentation and implementation of student specific outcomes related to skill development for future living in an Individualized Transition Plan (ITP); All team members contribute to the development of common student specific outcomes that may bridge the school setting and include vocational training, work experience opportunities and recreational activities in the community