

Integrated Services Best Practices Rubric for School Teams

Instructional Practices and Student Support (Curriculum and Pedagogy)

Sub-dimension	Score 1	Score 2	Score 3	Score 4	Score 5
Co-teaching	Staff have limited knowledge and skills and are not utilizing co-teaching as an instructional practice	Staff have some professional knowledge and skills and feel under-utilized in the general education classroom	Staff have adequate professional knowledge and skills and are beginning to implement co-teaching models	Staff have professional knowledge and skills and are utilizing co-teaching in limited opportunities	Staff have professional knowledge and skills and are currently co-teaching in targeted opportunities with strategic student placement in order to maximize student achievement
<p>Double dipping or double dose: student receives double time of exposure to targeted area of need with a licensed teacher</p> <p>*Core Content: reading, writing, math general education instruction</p> <p>**Intervention: targeting isolated or specific skills outside of core, provided by paraprofessional or licensed teacher</p> <p>***Specialized systematic instruction: targeting specific skills outside of core, utilizing formative assessments, provided by licensed teacher</p>	<p>Students receive interventions only (pull-out) and do not have access to core instruction</p> <p style="text-align: center;">OR</p> <p>Student receives only exposure to targeted area in general education classroom with no additional intervention</p>	<p>Student receives limited core content instruction* and is pulled out for interventions**</p> <p style="text-align: center;">OR</p> <p>Student receives core content instruction* and is pulled out for limited interventions**</p>	<p>Student receives core content instruction* plus smaller blocks of intervention**</p> <p>(ex: 90 minutes of core literacy plus 30 minutes of intervention)</p>	<p>Student receives core content instruction* plus blocks of targeted specialized instruction**</p> <p>(ex: 90 minutes of core literacy instruction plus 60 minutes of systematic intervention)</p>	<p>Student receives targeted core content* instruction in two equal opportunities with licensed staff (utilizing various strategies but <u>targeting same core skills</u>, re-teaching at their own pace)</p> <p>(ex: Algebra core plus Algebra math labs)</p>
Curriculum Alignment: purpose, mapping, instructional targets, alignment of interventions, access to learning plans/ learning targets	IEP goals are not standards based, instruction does not have clear learning targets	IEP goals have attached standards but goals are not related to listed standards	IEP goals are standards based, some instruction has clear learning targets that are aligned to classroom instruction and Colorado standards	IEP goals are standards based, most instruction has clear learning targets that are aligned to classroom instruction and Colorado standards	IEP goals are standards based and all instruction has clear learning targets that are aligned to classroom instruction and Colorado standards

<p>Shared Responsibility Between General Ed and IS and Common Expectations for Student Growth</p> <p>(closing the achievement gap by student making a minimum of one year's growth in one year's time)</p>	<p>General Ed teacher is not aware the student is receiving IS services and/or are not implementing accommodations</p>	<p>General Ed teacher has some knowledge of student's goals and/or are implementing a few accommodations</p>	<p>General ed teacher understands student's goals and is implementing some targeted instruction and accommodations</p>	<p>General Ed teacher understands student's goals, is actively monitoring progress, providing targeted instruction, implementing all accommodations in collaboration with IS teacher</p>	<p>General Ed teacher understands student's goals, is actively monitoring progress, providing accommodations and targeted instruction in collaboration with IS teacher AND are active participants in the development of the IEP</p>
<p>LRE</p>	<p>0-30% of students with IEPs are in the general education classroom 80% of the time</p>	<p>31-44% of students with IEPs are in the general education classroom 80% of the time</p>	<p>45-59% of students with IEPs are in the general education classroom 80% of the time</p>	<p>60-72% of students with IEPs are in the general education classroom 80% of the time</p>	<p>73% or more, of students with IEPs, are in the general education classroom, 80% of the time</p>
<p>Building and IS schedules</p>	<p>Building schedule creates barriers to IS teachers providing appropriate direct intervention for students with IEPs</p>	<p>Building schedule allows IS teachers to have access to some students for intervention and instruction</p>	<p>Building schedule allows IS teachers to have access to most students for intervention and instruction</p>	<p>Building schedule allows IS teachers to have access to all students for intervention and instruction</p>	<p>Building schedule allows IS teachers to have access to all students for intervention and instruction AND building utilizes flexible groupings with instruction and intervention provided under direct supervision of the IS teacher</p>

(Progress Monitoring (Assessment FOR Student Learning

Sub-dimension	Score 1	Score 2	Score 3	Score 4	Score 5
Evidence Based/Research Based Interventions	Evidence/research based interventions not utilized	Evidence/research based interventions utilized for some students	Evidence/research based interventions utilized for all students	Evidence/research based interventions utilized and some are targeted to meet individual student needs	Evidence/research based interventions utilized with all students receiving targeted intervention to meet individual student needs
System of Data Collection to Ensure Student Growth ~individual IEP goals and/or student group progress (progress monitoring)	No system of data collection in place	Some inconsistent system of data collection in place	Program driven system of data collection utilized, data collected being collected on each individual student, related to grade level curriculum or program goals (ex: Language! or Read Well)	Teacher driven system of data collection utilized including the following: ~frequency/schedule ~duration ~appropriate tool ~related to group goals	Teacher or team driven system of data collection utilized including the following: ~frequency/schedule ~duration ~appropriate tool ~assigned roles ~targeted to individual student needs/goals
Progress Monitoring Tools Utilized in Building/Program: (check which are being used on the attachment)	None of these tools are being utilized for progress monitoring	One tool is being utilized to progress monitor literacy, math, writing, or behavior	Two tools being utilized to progress monitor reading, math, writing, or behavior	Three tools being utilized to progress monitor reading, math, writing, or behavior	Four plus tools being utilized to progress monitor reading, math, writing, and behavior and more (ex: self-advocacy, organization)
Student Goal Setting and Self-Monitoring: IEP goals State assessment District assessment Assignments Grades Behavior Transition goals	Students are not aware of their academic or behavioral goals	(n/a)	Students are aware of their academic and/or behavioral goals but are not actively monitoring their progress towards targeted goals	(n/a)	Students are active participants in setting their own academic or behavioral goals in collaboration with teachers and are monitoring their progress towards a targeted goal

Analyzing data with problem solving process (root cause analysis) and adjustment of instruction as indicated	Zero time built into schedule for data analysis	Team or teacher has time set aside occasionally throughout the year to meet and has an informal process for data analysis with no adjustment of instruction for individual and/or student group	Team or teacher has a few times per quarter set aside to meet and has a loose process for data analysis with some adjustment of instruction for individual and/or student group	Team or teacher has time set aside a minimum of once a month to meet and has a set process for root cause analysis and problem solving with adjustment to instruction for individual and/or student group	Common collaboration time occurs weekly within the master schedule and there is a set process for student problem solving with recurring root cause analysis and adjustment of instruction for individual and/or student group
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Collaboration & Communication between General Education and Integrated Services

Sub-dimension	Score 1	Score 2	Score 3	Score 4	Score 5
Common Collaboration Time (with general education teachers): Student Problem Solving <ul style="list-style-type: none"> not staffing team meetings staff=relevant IS and gen. ed. staff 	Zero time built into schedule for staff collaboration and no set process for student problem solving established	Staff meets once per quarter and have an informal process for student problem solving	Staff meets 2-3 times per quarter and/or have a loose set of guidelines for student problem solving	Staff meets a minimum of once a month and has a set process for student problem solving	Common collaboration time occurs weekly within the master schedule and there is a set process for student problem solving which is consistently followed
Common Collaboration Time: Instructional Planning <ul style="list-style-type: none"> including accommodations and modifications not staffing team meetings staff=relevant IS and gen. ed. staff 	Zero time built into schedule for staff collaboration and no set process for instructional planning including accommodations and modifications	Staff meets once per quarter and have an informal process for instructional planning including accommodations and modifications	Staff meets 2-3 times per quarter and/or have a loose set of guidelines for instructional planning including accommodations and modifications	Staff meets a minimum of once a month and has a set process for instructional planning including accommodations and modifications	Common collaboration time occurs weekly within the master schedule and there is a set process for instructional planning including accommodations and modifications which is consistently followed

Administration (Professional Collaboration, Communication, and School Culture)

Sub-dimension	Score 1	Score 2	Score 3	Score 4	Score 5
Collaboration/Participation (Principal, Asst. Principal, Dean, or Designee)	Administration attends team meetings 10% (or less) of the time	Administration attends team meetings 30% (or less) of the time and helps problem solve to meet student needs periodically	Administration attends team meetings 50% of the time with a minimal level of active participation in problem solving to meet student needs	Administration attends team meetings 70% of the time with a moderate level of active participation in problem solving to meet student needs	Administration attends team meetings 90% of the time and is an active participant in problem solving to meet student needs
Financial Support (needs determined by buildings/ teams)	IS staff provided: ~Department budget ~staff budget ~equipment/technology ~professional development ~sub days (provides 0/5 of above list)	IS staff provided: ~Department budget ~staff budget ~equipment/technology ~professional development ~sub days (provides 1/5 of above list)	IS staff provided: ~Department budget ~staff budget ~equipment/technology ~professional development ~sub days (provides 2/5 of above list)	IS staff provided: ~Department budget ~staff budget ~equipment/technology ~professional development ~sub days (provides 3/5 of above list)	IS staff provided: ~Department budget ~staff budget ~equipment/technology ~professional development ~sub days (provides 4/5 of above list)
Staffing Support	Does not provide IS staffing support beyond central office allocations	Building assigns minimal amount of IS responsibilities/duties to building staff (i.e. clerical support, intervention)	Building assigns moderate amount of IS responsibilities/duties to building staff (i.e. clerical support, intervention)	Building assigns moderate amount of IS responsibilities/duties to building staff (i.e. clerical support, intervention) or allocates additional staffing units	Building allocates additional staffing units (classified or certified) and assign responsibilities/duties to building staff
Inclusion	Does not support inclusion of students in general education (LRE)	Supports team decisions about LRE	Helps provide access for general education inclusion to increase LRE	Actively involved in maximizing inclusion to increase LRE (co-teaching, co-planning)	Actively involved in maximizing inclusion to increase LRE (co-teaching, co-planning) and fosters a culture of inclusion (peer buddy, extracurricular activities)

Academic Achievement (administrator or designee)	Unaware of academic interventions and has no knowledge of academic needs of students on IEPs	Is aware of academic interventions and has limited knowledge of academic needs of students on IEPs	Meets 1-2 times per year with IS and General Ed. Staff <ul style="list-style-type: none"> To discuss growth of students on IEPs To discuss instructional practices 	Meets 3-4 times per year with IS and General Ed. Staff <ul style="list-style-type: none"> To discuss growth of students on IEPs To discuss instructional practices 	Meets regularly with IS and General Ed. Staff <ul style="list-style-type: none"> to analyze data to monitor growth of students on IEPs problem solves to use instructional best practices and adjustments to meet the needs of students
Scheduling Support for Teams (staffing team or department)	Zero time built into schedule for team collaboration	Time built into schedule 1 time a quarter for team collaboration	Time built into schedule 2-3 times per quarter for team collaboration	Time built into schedule once a month for team collaboration	Weekly/regular time built into schedule for team collaboration
Master Scheduling (flexibility to meet student needs)	No flexibility in supporting schedule to meet student needs	Minimal flexibility in supporting schedule to meet student needs	Moderate flexibility in supporting schedule to meet student needs	Supports flexible scheduling to meet the needs of students on IEPs	Supports flexible scheduling and actively is involved in problem solving around student needs