

EPPING SCHOOL DISTRICT EXPECTATIONS RUBRIC

SPECIAL EDUCATION TEACHER CASE MANAGER Name: _____

Epping School District teachers are expected to meet standards as defined by proficient.

The "exceeds standard" level is reserved for truly exceptional performance. Teachers actively serve on committees, volunteer with students, share expertise with colleagues, serve as mentors to new teachers, and demonstrate teacher leadership. Teachers' students meet or exceed their annual learning growth.

The "needs improvement" level is indicative of performance that needs to change.

The "does not meet standard" denotes unacceptable performance that will result in job action.

If the Special Education Teacher/Case Manager has assigned classroom responsibilities, the Teacher Expectations Rubric also applies.

Student Educational Program	Exceeds Standard	Meets Standard	Proficient Defined	Needs Improvement	Does Not Meet Standard	Reference
Knowledge			Demonstrates deep understanding of child development and how students learn; maintains an up-to-date knowledge of special education policies and procedures			Policy IGA, IGD & IF, Job description
Best Practice			Keeps abreast of best practice in special education instruction, program, assessment, resources, community-based programming, etc.			Job description
Planning and Preparation			Plans and develop individualized education plans (IEPs) to meet student educational needs; co-plans with general education teachers			IEPs, Framework for Instruction, Job description
Implementation			Implements individualized education plans (IEPs) with fidelity; co-teaches and consults with general education teachers			IEPs, Framework for Instruction, Job description
Paraprofessional Staff			Provides lesson plans, materials, strategies, and/or activities for paraprofessional staff			IEPs, Framework for Instruction, Job description

School & State Assessments				Uses formal and informal assessment tools to evaluate student progress as outlined in IEP; supports students during school testing such as STAR and state testing such as SBAC; implements alternative assessment tools such as Dynamic Learning Maps	IEPs, Job description
Student Performance				Provides evidence of appropriate student achievement throughout the school year by using at least two of the following measures: <ul style="list-style-type: none"> Classroom assessment (tests, work samples, portfolios, etc.) District assessment (common) State assessment (SBAC, PACE or equivalent) National assessment (AP, NAEP, SAT, etc.) 	NHDOE Effective Teacher, Policy GA, Job description
Consultation Collaboration Supervision Environment	Exceeds Standard	Meets Standard	Proficient Defined		Reference
Relationships			Promotes and fosters an open, respectful, and inclusive learning environment for students and school staff		Job description
Problem Solving			Builds positive relationships through ongoing communication with all team members including parents, teachers, counselors, paraprofessionals, service providers, community providers, and administration		Job description
Inclusion			Anticipates problems and recommends/facilitates remedies taking into consideration individual student strengths, interests, and needs		Job description
Resources & Services			Coordinates and supports the inclusive placement of students with IEPs into main stream classes		IEPs, Job description
Transitional			Maintains knowledge of resources and services available in and out of the district to support students and teachers in the general and special education setting; maintains an inventory of books, materials, equipment, services, and other resources		Policy IGA & IGD, IEPs, Job description
			Accesses and coordinates school-based, community-based, and traditional services to		IEPs, Job description

Services	Exceeds Standard	Meets Standard	support students' educational needs	Needs Improvement	Does Not Meet Standard	Reference
Case Management	Exceeds Standard	Meets Standard	Proficient Defined	Needs Improvement	Does Not Meet Standard	Reference
Teacher			Provides case management for assigned students with IEPs; monitors implementation of accommodations and/or modifications as outlined in the students' IEP; takes appropriate action to ensure student program fidelity			IEPs, Job description
Student			Consults regularly with students to monitor progress and makes changes as needed to ensure student learning goals are met			IEPs, Job description
Paraprofessional			Provides consistent, timely consultations with paraprofessionals including access to school and district counselors; provides trainings and modeling in academics, behaviors, and communications; evaluates paraprofessionals per district protocols			IEPs, Job description
Timelines			Ensures that all special education timelines are met; immediately notifies administration of any issues impacting meeting required special education deadlines			IEPs, Job description
Paperwork			Prepares and distributes the necessary paperwork for IEP meetings; demonstrates knowledge and use of NHSEIS; writes students' progress reports and senior summaries if applicable			IEPs, Job description
Eligibility for Services			Uses formal and informal assessment tools to evaluate student for special education eligibility			IEPs, Job description
Evaluations & Meetings			Plans and facilitates the annual review and re-evaluation team meetings within required timelines; facilitates the evaluation process for newly referred students within required timelines			IEPs, Job description
Extended Year Program			Evaluates student needs and makes appropriate application for extended school year programming			IEPs, Job description
Transitions			Observes and evaluates students' performance, behavior, and social development to prepare students' transition as they progress through the			IEPs, Job description

				participating in the process and supporting the end result					
Responsibility				Supports and enforces policies of the Board and School Administration					Policy GBE
Technology				Uses technological tools effectively and respectfully for instruction and communication as is required by district and school policies; maintains a teacher webpage if applicable					Job description
Professional Learning				Proficient Defined	Meets Standard	Exceeds Standard	Needs Improvement	Does Not Meet Standard	Reference
Responsibility				Respects the right to learn and takes responsibility by participating in school and district professional learning opportunities (PD days, faculty meetings, committees, etc.)					Policy GA and GCI, Job description
Collaboration				Participates as a member of a Professional Learning Team being responsible for personal learning but also that of others; recommends professional development for staff based on student specific needs such as autism					Policy GA, PD Master Plan, Job description
Self-assessment				Reflects on professional practice and seeks areas for growth					Policy GA, PD Master Plan, Job description
Certification				Follows the procedures in the district's Professional Development Plan to maintain NH certification					Policy GA, PD Master Plan