

Developing Quality IEPs Practice Profile					
Writing Quality IEPs					
Essential Function		Exemplary proficiency Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
1	Meeting Preparation:	<p>Meeting preparation includes:</p> <ul style="list-style-type: none"> • Review Existing Data (talking to classroom teachers, students, parents, attendance, grades, discipline etc.) • Review Current Evaluation Report • Contacting Parent regarding meeting dates • Reviewing Grade Level Expectations • Determining Team Members • Obtaining prior permission prior to meeting for outside agency/individuals • Review prior IEP goals and progress made since last meeting • Send meeting notice with all required information • Create agenda for meeting 	All components are completed by the teacher in the development of the IEP.	At least five of the items are included in preparation for the IEP meeting	Less than five of the items are included in the preparation of the IEP meeting
2	Present Levels of Academic Achievement and Functional Performance (PLAAFP) based on student needs.	<p>PLAAFP includes:</p> <ul style="list-style-type: none"> • Clear parent friendly-language • Explanation of test scores • How the child's disability affects their involvement and progress in the general education curriculum • Student's strengths • Parent concerns • Changes in current level of the child's functioning • Summary of the most recent evaluation • Summary of formal or informal transition assessments (as appropriate) • Benchmarks or short term objectives (as appropriate) 	All PLAAFP Components are present and detailed. Information allows the teacher/case manager to develop accurate goals.	At least five of the components are included in the PLAAFP	Less than five of the components are included in the PLAAFP

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3	Create SMART IEP Goals based on the information in the PLAAFP	SMART Goals: <ul style="list-style-type: none"> • Are specific and based upon the students PLAAFP • Are measurable with progress determined at frequent data points • Are achievable/attainable and related to the most critical student needs • Are results-oriented and realistic for the student • Time-bound with a clearly defined ending date • Determine how progress will be documented (at least as often as non-disabled peers receive progress reports) • Includes transition goals (as appropriate) 	All IEP goal components are present	At least four IEP goal components are included	Less than four IEP goal components are included
4	Section Two: Special Considerations, Section Five: Service Summary and Section Six: Transportation as a related service	Sections Two, Five and Six of the IEP are complete including: <ul style="list-style-type: none"> • All appropriate boxes checked in Section Two • All special education and related services are identified • All special education and related services have a goal associated with the service and have the amount of time, frequency, location and the beginning and end dates listed • Section Five either has "none" checked OR appropriate forms complete • Section Six has team's decision regarding transportation documented appropriately 	All Sections Two, Five and Six components are present in the IEP	At least four of the components in Section Two, Five and Six are present in the IEP	Less than four of the components in Section Two, Five and Six are present in the IEP

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5	Section Seven: Regular Education Participation and Section Eight: Placement Considerations and Decision	<p>Sections Seven and Eight of the IEP are complete, including:</p> <ul style="list-style-type: none"> • Section Seven has the team’s decision regarding regular education participation documented appropriately. • Section Seven has the team’s decision regarding physical education participation documented appropriately • Section Eight has the team’s decision regarding placement considerations and decision documented appropriately. 	All Sections Seven and Eight components are present in the IEP	At least two of the components in Section Seven and Eight are present in the IEP	Less than two of the components in Section Seven and Eight are present in the IEP
6	Timelines	<p>All timelines are met, including:</p> <ul style="list-style-type: none"> • IEP meeting held within 30 days of the initial evaluation meeting • Notice of meeting issued at least 10 days prior to the IEP meeting (unless parent waived this requirement and documentation is present of this waiver) • IEP meeting held within 365 days of previous IEP meeting • Implementation of the IEP occurred within 10 days • Parent provided a copy of the IEP within a reasonable period of time (typically 20 days) 	All timelines are met	At least four of the five timelines are met	Less than four of the timelines are met