

Child Study Team (CST) and Pre-School Intervention Referring Team (PIRT) Evaluation Rubric

1. Individualized Educational Planning: IEP/PIPs move students toward academic success in the least restrictive environment.				
	Highly Effective	Effective	Partially Effective	Ineffective
1a. Standards-Based: IEP/PIP process focuses on academic standards (i.e. Common Core Standards) and includes plans to track progress and adapt services/strategies accordingly.	The CST / PIRT member consistently connects goals, service/strategy recommendations and accommodations to each other and to appropriate academic standards; effective systems to track student progress are developed and the CST / PIRT member adapts service/strategies as needed, based on evidence collected.	The CST / PIRT member consistently connects goals, service/strategy recommendations and accommodations to each other and to appropriate academic standards; effective systems to track student progress are developed.	The CST / PIRT member connects at least one of the following to each other and to appropriate academic standards: goals, service/strategy recommendations and accommodations; systems to track student progress are developed.	The CST / PIRT member does not connect goals, service/strategy recommendations and accommodations to each other and to appropriate academic standards; no system to track student progress has been developed.
1b. Focus on LRE: IEP/PIP process demonstrates exploration and identification of special education and related services/strategies that ensure maximum access to the general education environment.	The CST / PIRT member consistently considers a range of service/strategy options, including exploring new or innovative techniques, ensuring that the student has the greatest level of inclusion into the general education environment.	The CST / PIRT member consistently considers a range of service/strategy options, ensuring that the student has the greatest level of inclusion into the general education environment.	The CST / PIRT member sometimes considers a range of service/strategy options, and/or the student may not have the appropriate level of inclusion into the general education environment.	The CST / PIRT member does not or rarely considers a range of service/strategy options, limiting access to the general education environment.
1c. Using Data: The results of assessments and evaluations are used to understand student strengths, challenges and guide planning of special education and related services/strategies (and as appropriate transition goals).	The CST / PIRT member consistently considers all available evidence in defining the academic/social emotional strengths, growth areas and sets appropriate goals and accommodations. The CST / PIRT identifies gaps in the evidence and seeks to collect additional information.	The CST / PIRT member consistently considers all available evidence in defining the academic and social emotional strengths, growth areas and sets appropriate goals and accommodations.	The CST / PIRT member consistently considers some available evidence in defining the academic/social emotional strengths, growth areas and appropriate goals and accommodations.	The CST / PIRT member does not consistently or does not consider available evidence in defining the academic/social emotional strengths, growth areas and appropriate goals and accommodations.
1d. Social Emotional Supports: IEP/PIP process addresses students' social and emotional needs to ensure increased access to standards-aligned instruction (to be considered for cases where student behavior impedes his/her learning or that of others).	The CST / PIRT member considers all available information (including information from teachers, parents, historical reports) to ensure that the social emotional needs of students are	The CST / PIRT member considers all available information (including information from teachers, parents, historical reports) to ensure that the social	The CST / PIRT member considers some available information (including information from teachers, parents, historical reports) to ensure that the social	The CST / PIRT member does not consider available information (including information from teachers, parents, historical reports) and/or does not ensure that

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	addressed to maximize student academic performance. When evidence is absent, the CST / PIRT member takes steps to collect and evaluate that evidence.	emotional needs of students are addressed in the IEP/PIP to maximize student academic performance.	emotional needs of students are addressed in the IEP to maximize student academic performance.	the social emotional needs of students are addressed in the IEP/PIP to maximize student academic performance.
1e. Transition Services: The IEP/PIP includes appropriate, measurable postsecondary goals in the areas of education/ training, employment, and where appropriate, independent living skills. (as applicable, in the year the student turns 14).	The CST / PIRT member consistently contributes to and sometimes leads the development of measurable postsecondary goals in the areas of education/training, employment, and where appropriate, independent living skills.	The CST / PIRT member consistently contributes to development of measurable postsecondary goals in the areas of education/ training, employment, and where appropriate, independent living skills.	The CST / PIRT member sometimes contributes to development of measurable postsecondary goals in the areas of education/training, employment, and where appropriate, independent living skills.	The CST / PIRT member does not contribute to/or there is an absence of measurable postsecondary goals in the areas of education/training, employment, and where appropriate, independent living skills.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

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2. Advocacy and Collaboration: All adults work as a team to support student growth and development in the least restrictive environment.				
	Highly Effective	Effective	Partially Effective	Ineffective
2a. Advocacy & High Expectations: Models high expectations for students and advocates for student opportunities that support student growth, progress, and inclusiveness.	The CST / PIRT member consistently promotes high academic and behavioral expectations for all students and leads other team members in the school to maximize potential opportunities and experiences that support student growth.	The CST / PIRT member consistently promotes high academic and behavioral expectations for all students and works with other team members in the school to maximize potential opportunities and experiences that support student growth.	The CST / PIRT member sometimes promotes high academic and behavioral expectations for all students and usually works with other team members in the school to maximize potential opportunities and experiences that support student growth.	The CST / PIRT member does not promote high academic and behavioral expectations for all students or does not work with other team members in the school to maximize potential opportunities and experiences that support student growth.
2b. Community: Fosters an environment that ensures that all adults working with the student (including teachers and family) are aligned in their understanding of the IEP/PIP process and their role in supporting student success	The CST / PIRT member creates an environment where all adults working with the student know their roles as they relate to the IEP/PIP process and supporting student success. When there are misunderstandings or misalignments, the CST / PIRT member proactively resolves the issues.	The CST / PIRT member creates an environment where all adults working with the student know their roles as they relate to the IEP/PIP process and supporting student success.	The CST / PIRT member attempts to create an environment where all adults working with the student know their roles as they relate to the IEP/PIP process and supporting student success. However, in practice, one or more adults working with the student are unclear on their roles	The CST / PIRT member does not create an environment where all adults working with the student know their roles as they relate to the IEP/PIP process and supporting student success.
2c. Collaboration: Ensures that all adults working with each student are engaged as part of the team, and that the full team contributes to student progress. The student is part of the team (as appropriate) and experiences the adults working together as a support team.	The CST / PIRT member provides appropriate support and outreach to other team members to ensure that all adults are engaged in developing and implementing special education and related services/strategies as outlined in the IEP/PIP. The student experiences the adults working together as a cohesive support team and actively contributes or provides feedback.	The CST / PIRT member provides appropriate support and outreach to other team members to ensure that all adults are engaged in developing and implementing special education and related services/strategies as outlined in the IEP/PIP.	The CST / PIRT member provides some, support and outreach to most other team members. Most adults are engaged in developing and implementing special education and related services/strategies as outlined in the IEP/PIP.	The CST / PIRT member does not provide support or outreach to other team members Few adults are engaged in developing and implementing special education and related services/strategies as outlined in the IEP/PIP.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

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3. Case Monitoring and Reporting:				
Effective management ensures that eligibility and IEP/PIP processes are successfully facilitated.				
	Highly Effective	Effective	Partially Effective	Ineffective
3a. Timeliness: Students are identified and service/strategies recommended in a timely manner; code-mandated timelines are met for initial evaluations, annual reviews and re-evaluations.	Data indicate that all cases within the caseload are in compliance. The CST / PIRT member consistently demonstrates practices that are efficient and uses time effectively, communicating concerns and proposed solutions when work is at risk.	Data indicate that most cases within the caseload are in compliance. Reasonable efforts have been made to keep all cases in compliance; documentation is evident to demonstrate legitimate reasons for processes that are not completed within the code-mandated timelines. The CST / PIRT member consistently demonstrates practices that are efficient and uses time effectively, communicating concerns and proposed solutions when work is at risk.	Data indicate that at least half of cases within the caseload are in compliance. Some reasonable efforts have been made to keep all cases in compliance; documentation is usually evident to demonstrate legitimate reasons for processes that are not completed within the code-mandated timelines. The CST / PIRT member inconsistently demonstrates practices that are efficient and uses time effectively, communicating concerns when work is at risk.	Data indicate that a majority of cases within the caseload are not in compliance. The CST / PIRT member has not made reasonable efforts to keep all cases in compliance; documentation is missing or does not support legitimate reasons for processes that are not completed within the code-mandated timelines. The CST / PIRT member does not demonstrate practices that are efficient and uses time poorly. The CST / PIRT member does not communicate concerns proactively when work is at risk.
3b. Communication: Code-mandated communication is completed including evaluation requests and outreach to parents and teachers in a timely manner.	Student case files reflect comprehensive and proactive outreach to all adults who work with the student; all necessary communication related to code-mandated processes are included in the files and do not require clarification.	Student case files reflect comprehensive outreach to all adults who work with the student; all necessary communication related to code-mandated processes are included in the files.	Student case files reflect incomplete and/or inconsistent outreach to all adults who work with the student; most necessary communication related to code-mandated processes are included in the files.	Student case files reflect a lack of outreach to all adults who work with the student; less than half of necessary communication related to code-mandated processes are included in the files.
3c. Data Management: Systematic tracking and monitoring is in place; all information related to eligibility and IEP/PIP processes is correctly entered into the data management tools. Data includes: referral, eligibility, and IEP/PIP processes; implementation and related service/strategy dates; and compensatory services/strategies data.	Information in the case files matches the information in the data systems in almost all cases. Data entry is completed in a timely way, and is accurately entered.	Information in the case files matches the information in the data systems in the majority of cases. Data entry is completed in a timely manner, and is accurately entered.	Information in the case files matches the information in the data systems in less than half of cases and/or data are not entered in a timely manner.	Information in the case files matches the information in the data systems in few cases, data are not entered or are not entered accurately or in a timely manner.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

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4. Student Progress: Students show evidence of growth.				
	Highly Effective	Effective	Partially Effective	Ineffective
4a. Understanding of Student Needs: As needed and requested, assessments and evaluations are conducted effectively, including respectful interaction with students and families, data collected in a systematic way, outreach completed and meaningful reports/summaries created.	The CST / PIRT member completes all requested assessments in a timely manner to support eligibility and IEP/PIP processes. All interactions with students and/or families are respectful and appropriate. The CST / PIRT member has developed a comprehensive data collection system and the data/information collected is able to be quickly accessed and effectively used to inform decision-making.	The CST / PIRT member completes all requested assessments, in a timely manner to support eligibility and IEP/PIP processes. All interactions with students and/or families are respectful and appropriate, and the data/information collected is able to be effectively used to inform decision-making.	The CST / PIRT member completes most requested assessments in a timely manner to support eligibility and IEP/PIP processes. All interactions with students and/or families are respectful and appropriate, and data/information collected is usually able to be used to inform decision-making.	The CST / PIRT member does not complete most requested assessments in a timely manner. The CST / PIRT member has interactions with students and/or families that are not respectful or appropriate. The data/information collected is consistently irrelevant or not useful in decision-making.
4b. Tailored Supports: Students receive high-quality services/strategies that support strengths and targets challenges. Systems are in place to track effectiveness and student progress.	The CST / PIRT member provides and monitors services/strategies as outlined in students' IEP/PIPs. S/he uses and shares effective tools and processes to track student progress toward established goals. The tools and processes used allow the CST / PIRT team member to provide real-time updates and communication to other members of the team, families and students. The CST / PIRT member uses this data as well as relevant data collected by other CST / PIRT members to inform service/strategy plans.	The CST / PIRT member provides and monitors services/strategies as outlined in students' IEP/PIPs. S/He uses effective tools and processes to track student progress toward established goals; uses this data to inform service/strategy plans and communicates with other members of the team, families and students.	The CST / PIRT member usually provides and monitors services/strategies as outlined in students' IEP/PIPs. S/He has effective tools and processes to track student progress toward established goals; however, s/he may not use these tools and processes consistently. The CST / PIRT member uses data collected to inform service/strategy plans but the data may be incomplete. The CST / PIRT member occasionally communicates with other members of the team, families and students.	The CST / PIRT member does not provide or monitor services/strategies as outlined in students' IEP/PIPs. S/He does not have or use effective tools and processes to track student progress toward established goals or does not use the data collected to inform service/strategy plans. The CST / PIRT member does not communicate this information with other members of the team, families and students.
4c. Responsiveness: Consistently monitors the effectiveness of special education and related services/strategies to ensure progress toward high standards. Systematically refines services/strategies as appropriate; initiating an IEP/PIP meeting when needed	The CST / PIRT member consistently and accurately monitors the effectiveness of special education and related services/strategies and refines	The CST / PIRT member consistently monitors the effectiveness of special education and related services/strategies and	The CST / PIRT member infrequently monitors the effectiveness of special education and related service/strategy and attempts	The CST / PIRT member does not monitor the effectiveness of special education and related service/strategy or monitors the effectiveness and

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	services/strategies as appropriate. The CST / PIRT member initiates IEP/PIP meetings when appropriate.	refines services/strategies as appropriate.	to refine services/strategies as appropriate.	does not refine services/strategies as appropriate.
Overall Rating based on preponderance of evidence	Highly Effective 4	Effective 3	Partially Effective 2	Ineffective 1

5. Commitment to Personal and Collective Excellence

The CST / PIRT member demonstrates commitment to personal professional growth as well as the growth of his/her peers and school.

Over the course of the year...

5a. Commitment to Continuous Improvement: The CST / PIRT member demonstrates awareness of strengths and growth areas, seeks feedback and pursues development opportunities	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5b. Contribution to the School Community: The CST / PIRT member pro-actively engages school staff and service providers, sharing expertise and guidance to continuously improve the delivery of services/strategies to students	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5c. Belief and Urgency: The CST / PIRT member consistently exhibits a commitment to building capacity and programming within the school to support inclusive practices	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
5d. Attendance and Promptness: The CST / PIRT member's attendance is within the guidelines set forth in the contract. S/he demonstrates readiness to work and is focused on student progress	Exceeds Expectations	Meets Expectations	Slightly Below Expectations	Significantly Below Expectations
Overall Rating based on preponderance of evidence	Exceeds Expectations (+1)	Meets Expectations (0)	Slightly Below Expectations (-2)	Significantly Below Expectations (-6)