



# EAST CENTRAL INDIANA SPECIAL SERVICES

## Certified Personnel Performance Checklist for IIEP Review

CPPC

Person completing the form: \_\_\_\_\_ Building Administrator \_\_\_\_\_ Co-op Administrator \_\_\_\_\_ TOR: \_\_\_\_\_

Teacher of Record: \_\_\_\_\_ Reviewer: \_\_\_\_\_

Student: \_\_\_\_\_ Date of IIEP Review: \_\_\_\_\_

The following checklist is to be used to evaluate the quality of IIEPs:

	Present Levels	YES	NO	NA
1	Appropriate ccc participants were invited, including outside agency rep. when appropriate.			
2	Information addresses multiple areas of performance (academic, communication, social, emotional, behavior, study/organization skills, and functional performance). STRENGTHS AND PROG. MON. DATA- EXISTING DATA TAB			
3	Information explains how the student is currently performing in each domain			
4	Data supports information provided (Acuity, ISTEP, CBMs, DIBELS, etc). . (PROG. MON. DATA- EXISTING DATA TAB )			
5	Explanation of student's acquired skills and deficits in narrative form, not just a score. . (PROG. MON. DATA- EXISTING DATA TAB and on GOALS TAB, with specific info on that particular skill area )			
6	Statement explains how the student's disability affects involvement and progress in general ed curriculum.			
	Annual Goals			
7	Goals are: (1) meaningful (2) related to need (3) able to be monitored (4) mastery is easily identified.			
8	Goals include: (1) time frame (2) conditions (3) behavior and (4) criterion for acceptable performance. (CONDITION, MEASURABLE TARGET BEHAVIOR, CRITERION)			
9	Criteria matches the method of evaluation and is measurable.			
10	Benchmarks/objectives clearly relate to the goal and are measurable (ISTAR).			
11	Teacher is using electronic IEP to document progress on goals according to the IEP.			
12	Data demonstrates growth on student goals.			
	Services/LRE			
13	Clear alignment between PLOP, needs, goals, accommodations and services.			
14	Services listed include initiation, date, length, frequency, duration, and location.			
15	Clear identification of the student's placement in their least restrictive environment is included with an explanation provided when students are removed from general education setting.			
16	Discussion documented of potentially harmful effects.			
17	Identified accommodations are connected to the PLOP, appropriate for the student, and support successes in general education.			
	Written Documentation			
18	IEP has few, if any, spelling, punctuation, or grammatical errors.			
19	Case conference notes capture educationally relevant discussions, which identify the issues, discussion, points, decision rationale, and outcomes. (PLEASE USE GENERAL CC NOTES SECTION ONLY. DELETE OLD NOTES UNLESS RELAVANT TO CURRENT MEETING.)			
	Transition IEP Requirements			
20	All relevant documents are uploaded into the IIEP System (FBA/Health Plans/Evacuation Procedures/Evaluation Report/Behavior Plan/Functional Assessments).			
21	Student was invited.			
22	An age appropriate transition assessment and the findings from the assessment are included in the IEP and address all three areas: education/training, employment, independent living.			
23	Measurable post-secondary goals developed with input from student and based on transition assessment and other pertinent information.			
24	Measurable annual goals that reasonably enable the student to meet his/her post-secondary goals.			
25	A course of study is documented and supports the student's post-secondary goals.			
26	Transition services clearly written and appropriate to post-secondary and annual goals.			

Strengths/Concerns/General Notes/Recommendations:

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