

Instructions for Completing a UETS-based JPAS and Supplemental Items for Special Educators

Note: Special Educators include; Resource Teachers, Cluster teachers, Special Education Preschool Teachers, Teachers of the Visually Impaired, Special Education School Teachers, Adaptive Physical Education Teachers, and Speech and Language Pathologists.

1. Complete a UETS-based JPAS Evaluation as described in the Domains Document
2. During the interview, in which you collect data on Domains IV and V, also collect the **Documentation of Administration IEP Checklist** - (Three total) and **Documentation of JPAS Compliance File Review Form** - Completed by Teacher Specialist
3. Items 65-68 will be hand scored and an additional feedback sheet will be returned with the UETS-based JPAS Feedback report
4. Special Educators are responsible for having the **Documentation of Administration IEP Checklist** - (Three total) and **Documentation of JPAS Compliance File Review Form**-Completed by Teacher Specialist prior to interview.
5. The Special Educator will need to have a file audited within a year of evaluation period. He or she should contact the Teacher Specialist in the District office assigned to his/her school. The Special Educator should notify the Teacher Specialist as early in the school year as possible.
6. Special Educators who are provisional will have a file audited each year until career status is reached.

Decision Rules for JPAS of Special Educators

- Items 1-62 on the UETS-based JPAS count as 70% of the Special Educator's evaluation, Supplemental items 65-68 count as 30%.
- If either the UETS-based JPAS and/or the Supplemental items for Special Education fall within the "Not Effective" range that part(s) must be repeated.
 - Policy DP311 - a second evaluation shall begin twenty (20) working days or more following the professional development meeting.

Decision Rules for Specialized Subgroups – Special Education Supplemental Items

Indicator	Decision Rules for Observers/Interviewers
<p>65. IEP Meeting Checklist <u>Administrator IEP Meeting Checklist 65.</u></p> <p>The special educator demonstrates an understanding of the IEP process, is able to conduct an IEP meeting effectively, and meets district, state and federal guidelines.</p> <p><input type="checkbox"/> Not Effective</p> <p><input type="checkbox"/> Minimally Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Highly Effective</p> <p>Highly Effective Evidence Examples: Student-led IEP Student demonstration of skill development Video demonstration of student performance Data tracking system Portfolio</p>	<p>Not Effective: The special educator did not show evidence of an administrator attending and completing an <u>Administrator IEP Meeting Checklist</u>. or The special educator has 3 or more “NO”s on any <u>Administrator IEP Meeting Checklist</u></p> <p>Minimally Effective: The special educator showed evidence of an administrator attending and completing three <u>Administrator IEP Meeting Checklist</u> and The special educator has one or two areas marked as “NO” on any <u>Administrator IEP Meeting Checklist</u> .</p> <p>Effective: The special educator showed evidence of an administrator attending and completing three <u>Administrator IEP Meeting Checklist</u> . and The special educator had all “YES” marked on all three <u>Administrator IEP Meeting Checklist</u></p> <p>Highly Effective: The special educator met the requirements for Effective. and The special educator provided additional information, data, or evidence that helps parents understand their student’s needs.</p>
Indicator	Decision Rules for Observers/Interviewers
<p>66. Evaluation/Re-evaluation and Eligibility <u>JPAS Compliance File Review Form 66.</u></p> <p>The special educator understands the evaluation/re-evaluation process to determine student eligibility that meets district, state and federal guidelines.</p> <p><input type="checkbox"/> Not Effective</p> <p><input type="checkbox"/> Minimally Effective</p> <p><input type="checkbox"/> Effective</p> <p><input type="checkbox"/> Highly Effective</p>	<p>Not Effective: The special educator did not show evidence of compliance file review. or The special educator did not make corrections, complete training, or provide evidence of corrections on <u>JPAS Compliance File Review Form</u></p> <p>Minimally Effective The special educator shows evidence of compliance by making corrections, completing training, providing evidence of corrections, but did not do so within 15 school days on <u>JPAS Compliance File Review Form</u></p> <p>Effective: The special educator shows evidence of compliance by making corrections, by completing training, and providing evidence of corrections within 15 school days on <u>JPAS Compliance File Review Form</u></p> <p>Highly Effective: The special educator met all JPAS requirements with no corrections or training and evidence on <u>JPAS Compliance File Review Form</u></p>

Indicator	Decision Rules for Observers/Interviewers
<p data-bbox="151 195 584 247">67. Develops IEP for Identified Student <u><i>JPAS Compliance File Review Form 67.</i></u></p> <p data-bbox="151 283 714 363">The special educator is able to determine PLAAFPS, GOALS for a student on an IEP, and meets district, state and federal guidelines requirements.</p> <p data-bbox="151 405 342 430"><input type="checkbox"/> Not Effective</p> <p data-bbox="151 472 423 497"><input type="checkbox"/> Minimally Effective</p> <p data-bbox="151 539 290 564"><input type="checkbox"/> Effective</p> <p data-bbox="151 606 378 632"><input type="checkbox"/> Highly Effective</p>	<p data-bbox="743 195 894 220">Not Effective:</p> <p data-bbox="743 220 1461 273">The special educator did not show evidence of compliance file review. or</p> <p data-bbox="743 279 1445 359">The special educator did not make corrections, complete training, or provide evidence of corrections on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 430 959 455">Minimally Effective</p> <p data-bbox="743 459 1433 564">The special educator shows evidence of compliance by making corrections, completing training, providing evidence of corrections, but did not do so within 15 school days on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 636 849 661">Effective:</p> <p data-bbox="743 665 1385 770">The special educator shows evidence of compliance by making corrections, by completing training, and providing evidence of corrections within 15 school days on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 842 927 867">Highly Effective:</p> <p data-bbox="743 871 1466 951">The special educator met all JPAS requirements with no corrections or training and evidence on <u><i>JPAS Compliance File Review Form</i></u></p>
Indicator	Decision Rules for Observers/Interviewers
<p data-bbox="151 1031 565 1083">68. Postsecondary Transition Plan <u><i>JPAS Compliance File Review Form 68.</i></u></p> <p data-bbox="151 1119 688 1171">The special educator shows a clear understanding of the Postsecondary process and its requirements.</p> <p data-bbox="151 1203 342 1228"><input type="checkbox"/> Not Effective</p> <p data-bbox="151 1270 423 1295"><input type="checkbox"/> Minimally Effective</p> <p data-bbox="151 1337 290 1362"><input type="checkbox"/> Effective</p> <p data-bbox="151 1404 378 1430"><input type="checkbox"/> Highly Effective</p>	<p data-bbox="743 1031 894 1056">Not Effective:</p> <p data-bbox="743 1060 1461 1113">The special educator did not show evidence of compliance file review. or</p> <p data-bbox="743 1119 1445 1192">The special educator did not make corrections, complete training, or provide evidence of corrections on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 1264 959 1289">Minimally Effective</p> <p data-bbox="743 1293 1433 1398">The special educator shows evidence of compliance by making corrections, completing training, providing evidence of corrections, but did not do so within 15 school days on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 1470 849 1495">Effective:</p> <p data-bbox="743 1499 1385 1604">The special educator shows evidence of compliance by making corrections, by completing training, and providing evidence of corrections within 15 school days on <u><i>JPAS Compliance File Review Form</i></u></p> <p data-bbox="743 1675 927 1701">Highly Effective:</p> <p data-bbox="743 1705 1466 1757">The special educator met all JPAS requirements with no corrections or training and evidence on <u><i>JPAS Compliance File Review Form</i></u></p>