

Examining the Quality of Intervention Delivery and Receipt (QIDR) Rubric (Adapted from *QIDR Rubric, April 16, 2013*)

Instructions for scoring the Quality of Intervention Delivery Rubric:

- Observe teacher implementing practices outlined in the school improvement plan (e.g., collaborative teaching, I do, we do, you do strategy, SDLMI, POW TREE, Check in Check Out Strategy)
- Look for the instructional behaviors below.
- Mark which level of implementation you believe they have achieved.
- Make notes in the comment section about what you observed that made you choose the score you selected.
- Use this scoring sheet to *celebrate* with teachers the practices they are doing well.
- Use this scoring sheet to *coach* on areas that need improvement.

Item	0 points Not implemented:	1 point Inconsistent implementation:	2 points Effective implementation:	Item Score	Comments
1. Instructional materials are organized (e.g., lesson plans are available for review, instructional materials are prepped before starting the lesson including worksheets, pencils for easy distribution; organization supports rather than detracts from effective instruction, smooth transitions, etc.).	No lesson plan has been developed, instructional materials are not organized.	Lesson plan is vague and instructional materials are partially organized.	Lesson plan is clear and concise and instructional materials are completely organized.		
2. Demonstrates classroom management skills (e.g., well-established routines are in place, time between lesson components is minimal, less than 1-2 minutes, discipline procedures are in place)	Teacher does not implement well-established routines to minimize interruptions. (e.g., transitions often take longer than 2 minutes, no rules in place).	Teacher occasionally implements well-established routines to minimize interruptions but transitions are inconsistent (e.g., transitions occasionally take longer than 2 minutes), and rules are unclear.	Teacher implements well-established routines to minimize interruptions. Transition time is minimal (e.g., transitions typically take less than 1-2 minutes) and rules are explicit and visible in the room.		
3. Teacher expectations are well defined and clearly communicated and understood by students (e.g., teacher reviews academic and behavior expectations, uses clearly established routines, pre-corrects for challenging activities, etc.).	Teacher does not explicitly state expectations and students do not demonstrate knowledge of expectations for behavior and academic routines.	Teacher states expectations but students only occasionally demonstrate knowledge of expectations for behavior and academic routines.	Teacher explicitly reviews expectations or it is clear expectations have been taught as most students typically demonstrate knowledge of expectations for behavior and academic routines.		

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<p>4. Teacher provides student feedback on correct responses and behavior as appropriate (group and individual) (e.g., teacher inserts affirmations, specific praise, and confirmations either overtly or in an unobtrusive way).</p>	<p>Teacher does not provide verbal or nonverbal feedback to reinforce correct responses and appropriate behavior when appropriate.</p>	<p>Teacher occasionally uses verbal or nonverbal feedback to reinforce correct responses and appropriate behavior when appropriate.</p>	<p>Teacher typically uses targeted verbal or nonverbal feedback (specific and general) to reinforce correct responses and appropriate behavior when appropriate</p>		
<p>5. Teacher appropriately responds to problem behaviors (e.g., including off task; emphasizes success while providing descriptive, corrective feedback; positively reinforces to get students back on track).</p>	<p>Teacher does not appropriately respond to problem behavior across multiple students. Teacher primarily provides negative feedback or ignores problem behavior for extended period of time (resulting in limited student participation, e.g., more than 20% of activity).</p>	<p>Teacher sometimes appropriately responds to problem behavior. Teacher provides some positive or corrective feedback but does not regularly emphasize success. Teacher may have difficulty consistently responding to one student's problem behavior but sometimes responds appropriately to other students.</p>	<p>Teacher typically responds appropriately to problem behavior by emphasizing success and providing neutral corrective feedback for most students. Or no problem behavior occurs during the instruction.</p>		
<p>6. Teacher uses clear and consistent auditory or visual signals (e.g., it is clear to students when and how to respond appropriately during individual, partner and group responses, across all components of lesson).</p>	<p>Teacher does not use clear auditory or visual signals to ensure students respond appropriately.</p>	<p>Teacher occasionally uses clear auditory or visual signals to ensure students respond appropriately.</p>	<p>Teacher typically uses clear auditory or visual signals to ensure students respond appropriately.</p>		
<p>7. Teacher models skills/strategies during introduction of activity (e.g., shows students examples that demonstrate how to complete the academic skill/strategy, which all students can easily see, during teaching).</p>	<p>Teacher does not clearly demonstrate skills/strategies prior to student practice opportunities.</p>	<p>Teacher occasionally clearly demonstrates skills/strategies prior to student practice opportunities.</p>	<p>Teacher typically clearly demonstrates skills/strategies prior to student practice opportunities. Or no modeling is used but all students are successful with activities.</p>		

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8. Teacher uses a clear and consistent error correction that demonstrates the correct response and has students practice the correct answer (e.g., use of corrective feedback procedures is evident and student(s) have the opportunity to respond correctly).	Teacher does not use corrective feedback procedures that require student to practice the correct response.	Teacher occasionally uses corrective feedback procedures that require student to practice the correct response.	Teacher typically uses corrective feedback procedures, including giving students an opportunity to practice the correct response or fewer than three errors occur during the entire lesson.		
9. Teacher provides a range of systematic group, partner, or individual opportunities to respond (e.g., offers students practice by partner, choral and/or written responses).	Teacher does not provide opportunities for group or partner opportunities to respond.	Teacher provides some opportunities for group or partner opportunities to respond.	Teacher provides a range of systematic group or partner opportunities to respond.		
10. Teacher ensures student mastery of content prior to moving forward (e.g., holds students to a high criterion/mastery level of performance on each task, reteaches and retests as needed).	Teacher moves on before most students have mastered content.	Teacher moves on when some of the students have mastered content or sometimes moves on when students have mastered content but other times moves on before students have mastered content	Teacher typically ensures most students have mastered content before moving on to new material.		
Total Score				20	Notes:

Overall Intervention Delivery

Overall effectiveness takes into consideration quality of delivery, understanding of the program, and student engagement and management.			
<i>Ineffective</i>	<i>Needs Improvement</i>	<i>Proficient</i>	<i>Effective</i>
0-5	6-10	11-15	16-20