

## EVALUATION PLAN

There are two (2) components of the SSSMC Employee Evaluation System for Certificated Personnel:

1. Professional Practice (also called Teacher Effectiveness Rubric)
2. Student Achievement

### Professional Practice

The Professional Practice component is the **PIVOT Evaluation System**, commonly called the Teacher Effectiveness Rubric or the Rubrics. SSSMC adopted PIVOT for all certificated personnel, so all will be evaluated with these Rubrics. This component assesses the educator's instructional knowledge and skills that impact student learning, as measured by competencies set forth in the PIVOT rubrics. This component is based on observations of teacher performance and may include input from other administrators or staff. The PIVOT system is confidential between the evaluatee and evaluator (or administrator).

### PIVOT RUBRICS

- **Access** - Each teacher is provided access to the secure, web-based PIVOT system. Your user name and password are your SSSMC computer log-ins. A link is provided on the SSSMC website for convenience.
- **Long Observations** - Two (2) pre-announced 'long' observations of 45 minutes each will be conducted by an SSSMC administrator for each teacher.
- **Short Observations** - In addition, for Probationary staff only, there will be two (2) pre-announced 'short' observations of 15 minutes each, to be conducted by the established colleague(s) of the teacher's choice, at a mutually agreeable time. One short observation will occur prior to each long observation, schedules permitting. The purpose of these short observations is to help acclimate the probationary staff member to the process.
- **Peer Observer** - For the 'short' observations, the peer-observer(s) will complete a paper version of 1-4 rubric elements, which will be turned in to the SSSMC administrator. The evaluatee may request certain rubric elements to be observed.
- **PIVOT Summary Rating** – The Summary Rating for the PIVOT observations will be completed by the evaluator and shared with the evaluatee. The PIVOT Summary Rating comprises 70% of the Final Summative Rating for staff in Group 1 and 90% of the

Overall Summary Rating for staff in Group 2.

### **Evaluator Training**

All evaluators will receive training and support in evaluation skills as requested or determined by the Executive Director.

### **Student Achievement**

The **Student Achievement** component focuses on student outcomes that reflect positive change. For SSSMC, this includes positive change in all pertinent domains, including academic achievement, behavioral, social, emotional, and functional performance skills. The following three (3) identified measures of Student Achievement included in this system apply to Group 1 and/or Group 2 evaluatees.

- **Student Learning Objectives (SLO)**
  - Applies to Group 1 and Group 2
  - All certificated staff will have 2 SLOs
  - Targeted group SLOs fit SSSMC staff better than class-wide SLOs, but class-wide SLOs are allowed.
  - Those without student caseloads may write targeted group SLOs related to increased knowledge/skill by parents, teachers, assistants or other staff, which will impact student achievement, as a result of the efforts of the certificated staff member.
  - Data collection and implementation of SLOs is completed within one (1) school year.
  - SLOs must be agreed upon by the evaluator and the evaluatee.
  - SLOs may reflect IEP goals
  - Administrators will train staff in writing and tracking SLOs
- **School-Wide Learning**
  - Applies to Group 1 only
  - This refers to the A-F grade received annually by each school from IDOE, based on overall achievement factors.
  - Certificated staff in Group 1 (itinerant teachers) will have a portion of their evaluation based on the A-F grade earned by one of their schools.
  - Group 1 teachers will identify their school of choice in writing to their evaluator.

- RLC teachers may choose any member school across the four districts that match the grade levels they teach, because they could receive from and/or send students back to any of these schools.

• **Individual Growth Model**

The student individual growth model is considered in a teacher evaluation only if there is negative impact on the student learning. Negative impact is considered for teachers in all groups.

Negative impact on student learning shall be defined as follows:

- (1) For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement.
- (2) For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally where data show a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

**Teachers on Extended Leave**

Since Indiana law requires all teachers to be evaluated annually, IDOE has advised school corporations as follows:

*"School corporations should establish a coherent policy for evaluations at the local level that includes allowances for extenuating circumstances (e.g. illness, maternity leave, personal leave, etc.). For example, a school corporation might use the accountability metric used for schools (162 days) in order for data to count towards their summative rating. If the teacher isn't present for 162 days, then the corporation may develop a summative rating based on measures that are available. As another example, an evaluation could be considered "incomplete" if a teacher leaves at the end of the school year or is gone for most of the year, though an expectation would be established that the evaluation is continued or finalized upon the teacher's return. Moreover, the implications for pay raises should also be decided at the local level."*

SSSMC will use 90 days as the timeline requirement, meaning that certificated staff with 90 or more days will be evaluated according to their Group 1 or Group 2 metric and eligible for compensation per CBA terms.

Those staff with fewer than 90 days will have the following alternate metric:

90% Teacher Effectiveness Rubric (PIVOT summary rating based on observation if possible + artifacts)

10% School-Wide Learning ... or... one Student Learning Objective

Staff members with fewer than 90 days who are evaluated under this alternate metric may

request a meeting with the Executive Director if he/she questions how the summative rating is affected by the extended leave. Those with fewer than 90 days are not eligible for compensation per CBA terms.

### **Improvement Plan**

SSSMC Administration must provide recommendations for improvement and the time in which improvement is expected for any teacher who receives a rating of Needs Improvement or Ineffective. A teacher who negatively affects student achievement and growth cannot receive a rating of Highly Effective or Effective and are not eligible compensation per CBA terms.

Improvement Plans will include opportunities to earn license renewal or professional growth points. Remediation Plans will be developed and shared within 20 instructional days of the summative rating that resulted in a needs improvement or ineffective rating.

### **Ineffective Teachers**

If a staff member of SSSMC has been rated ineffective, they will have the opportunity to request a conference with the Executive Director of SSSMC. This request must be in written form and presented to the Executive Administrative Assistant of SSSMC no later than 5 days after receiving the notice of being rated ineffective. The Executive Administrative Assistant will then schedule a mutually agreeable time and date for a conference with the Administrator.

### **Students and two consecutive years**

If there is a student who has the potential of receiving instruction from an ineffective teacher for two years in a row or from two consecutive teachers rated as ineffective, the SSSMC administration will review class rosters and staffing assignments to minimize the potential of receiving instruction from an ineffective teacher.

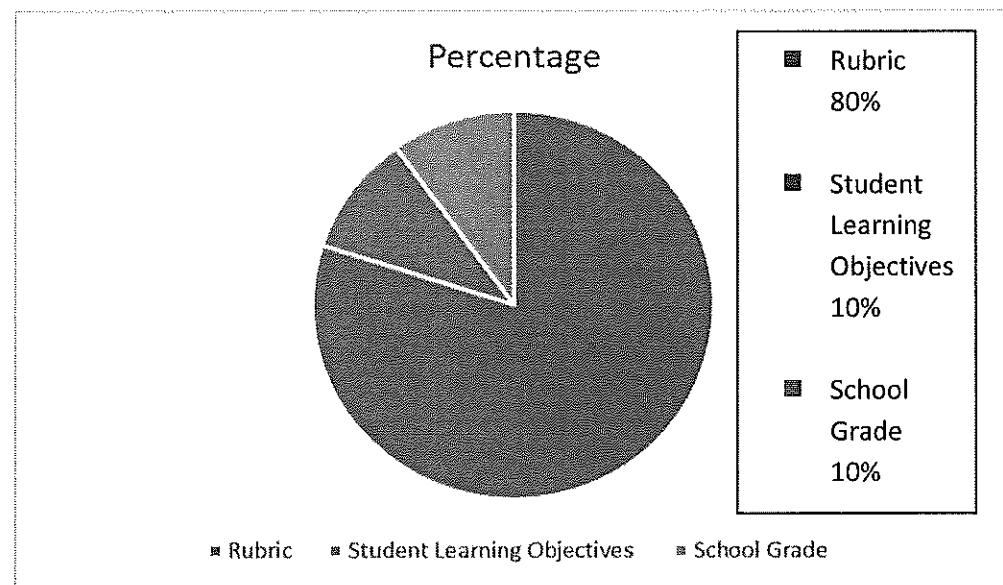
### **Communication with parents**

If a student's instructional delivery is changed due to ineffective teachers, or in the event that a student's classroom assignment to consecutive teachers rated as ineffective is unavoidable, parents will be notified and offered an opportunity to meet with the administration to further discuss any and all concerns regarding the delivery of services and education to their students.

## GROUP 1

Group 1 includes teachers/staff whose caseloads predominantly include students in grades K-8 and HS Behavior Education, unless all their students take the alternate assessment.

TORs for grades K-8 in Behavior Education program at RISE Learning Center



The Final Summative Rating for teachers in Group 1 is determined by the above pie chart:

80% - Teacher Effectiveness = PIVOT Summary Rating

20% - Student Achievement

10% - School-wide Learning = A-F school rating

10% - Student Learning Objectives

## GROUP 2

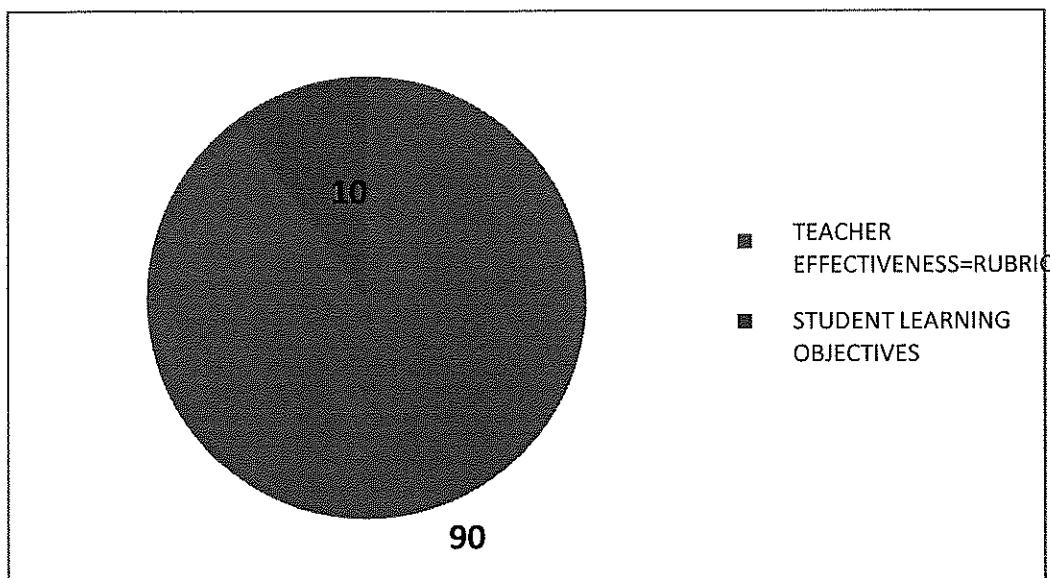
Group 2 includes teachers/staff without a caseload, those who teach only grades 9-12, and those who teach students who take the alternate assessment.

### **RISE Learning Center**

Physical Education Teacher

Speech and Language Pathologist

TORS of Life Skills and MOVE Program



The Final Summative Rating for teachers in Group 2 is determined by the above pie chart:

90% - Teacher Effectiveness = PIVOT Summary Rating

10% - Student Achievement = Student Learning Objectives

## Calculations

**PIVOT Effectiveness Rubric - counts as: 80% for Group 1 teachers; 90% for Group 2 teachers**

INDIANA RATING	Point Score
Highly Effective	4
Effective	3
Improvement Necessary	2
Ineffective	1

**SLO Effectiveness Rubric - the average of both SLO results counts as 10% of total for Groups 1 & 2**

INDIANA RATING	% of SLO #1 group who met their individual targets + % of SLO #2 group who met their individual targets divided by 2 = overall SLO effectiveness percentage	Point Score
Highly Effective	90%+	4
Effective	75-89%	3
Improvement Necessary	60-74%	2
Ineffective	59% or less	1

**School-Wide Learning Rubric (A-F school rating) – counts as: 10% for Group 1 teachers**

INDIANA RATING	Current Rating of Itinerant school specified by teacher	Point Score
Highly Effective	A	4
Effective	B	3
Improvement Necessary	C	2
Ineffective	D-F	1

## Determination of Final Summative Rating

Group 1:

	Rating (1-4)	Weight	Weighted Rating
PIVOT		0.70	
SLO		0.10	
School-wide learning		0.10	
Individual Growth		0.10	
	Sum of Weighted Scores		
	FINAL SUMMATIVE RATING		

Group 2:

	Rating (1-4)	Weight	Weighted Rating
PIVOT		0.90	
SLO		0.10	
	Sum of Weighted Scores		
	FINAL SUMMATIVE RATING		

### Final Summative Rating for both Group 1 & 2

Final Summative Rating	INDIANA RATING	Compensation
3.5 – 4.0	Highly Effective	Per CBA Terms
2.5 – 3.4	Effective	Per CBA Terms
1.8 – 2.4	Improvement Necessary	Not applicable
Below 1.8	Ineffective	Not applicable

### Examples:

Group 1:

	Rating (1-4)	Weight	Weighted Rating
PIVOT	3	0.80	2.4
SLOs	2	0.10	0.2
School-wide Learning	4	0.10	0.4
	Sum of Weighted Scores		3.0
	FINAL SUMMATIVE RATING		Effective

Group 2:

	Rating (1-4)	Weight	Weighted Rating
PIVOT	2	0.90	1.8
SLOs	3	0.10	0.3
	Sum of Weighted Scores		2.1
	FINAL SUMMATIVE RATING		Improvement Necessary

## Determination of Final Summative Rating – Group 1 member

	Rating (1-4)	Weight	Weighted Rating
PIVOT		0.80	
SLO		0.10	
School-wide learning		0.10	
	Sum of Weighted Scores		
	FINAL SUMMATIVE RATING		

KEY: Final Summative Rating

Final Summative Rating	INDIANA RATING	Compensation
3.5 – 4.0	Highly Effective	Per CBA Terms
2.5 – 3.4	Effective	Per CBA Terms
1.8 – 2.4	Improvement Necessary	Not applicable
Below 1.8	Ineffective	Not applicable

Using KEY above, write in the Final Summative Rating information for this staff member:

Final Summative Rating	INDIANA RATING	Compensation

The following signatures indicate that this document has been reviewed by both parties, but the presence of the signatures does not necessarily imply agreement by the parties.

---

Printed Name, Staff Member

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Printed Name, Administrator

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Signature, Staff Member

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Date

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Signature, Administrator

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Date

cc: staff member  
SSSMC Human Resources

## Determination of Final Summative Rating – Group 2 member

	Rating (1-4)	Weight	Weighted Rating
PIVOT		0.90	
SLO		0.10	
Sum of Weighted Scores			
FINAL SUMMATIVE RATING			

KEY: Final Summative Rating

Final Summative Rating	INDIANA RATING	Compensation
3.5 – 4.0	Highly Effective	Per CBA Terms
2.5 – 3.4	Effective	Per CBA Terms
1.8 – 2.4	Improvement Necessary	Not applicable
Below 1.8	Ineffective	Not applicable

Using KEY above, write in the Final Summative Rating information for this staff member:

Final Summative Rating	INDIANA RATING	Compensation

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Printed Name, Staff Member

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Printed Name, Administrator

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Signature, Staff Member

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Date

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Signature, Administrator

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Date

cc: staff member  
SSSMC Human Resources

## Evaluation Task and Timelines

**2020-2021** Administrator for Evaluation

Executive Director, Scott Carson

RISE Learning Center Staff

Item	Description	Due Date or Window
2 SLOs	2 proposal forms and tracking sheets due to administrator	By Friday, October 9, 2020
	Approval or feedback for revision due back to you	Within 2 school days
	Revisions due to administrator	Within 2 school days
** Short Observation #1	15 minute observation by established teacher of choice	Before Long Observation #1
Long Observation #1	45 minute observation by your administrator	Before Friday, December 11, 2020
Optional Post Observation #1 Conference	30 minute meeting with written feedback in PIVOT	Within 5 school days after Observation #1
** Short Observation #2	15 minute observation established by teacher of choice	Before Long Observation #2
Long Observation #2	45 minutes observation by your administrator	By Friday, April 23, 2021
Optional Post-Observation #2 Conference	30 minute meeting with written feedback in PIVOT	Within 5 school days
SLO Results	Submit to administrator: 2 SLO Tracking Sheets showing results and all supportive documents	* By Friday, April 23, 2021
End Year Summative Evaluation Conference	30 minute meeting- feedback on all components- Final Summative Rating Assigned	* By Friday, May 21, 2021
Data Tracking for SLOs		November-April

\*\* Items only for new teachers to organization this school year, 2020-2021

\* Due dates with asterisk require administrative approval to change; others are flexible due to absences, etc.



# BEHAVIORAL EDUCATION DEPARTMENT TEACHER EFFECTIVENESS RUBRIC

## DOMAIN 1: PURPOSEFUL PLANNING AND PREPARATION

		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	
		The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:	N/A
1.1	Utilizes fundamental knowledge to plan for positive student outcomes	Displays solid content/skill knowledge and makes connections between the content/skill and other parts of the disciplines or other disciplines.	Displays solid content/skill knowledge in other parts of the discipline or other disciplines.	Knows solid content/skill knowledge in other parts of the discipline or other disciplines.	Does not know solid content/skill knowledge in other parts of other parts of the discipline or other disciplines.	
1.2	Gathers information for appropriate planning	Displays knowledge of individual needs and present levels of performance of each student and plans for a variety of appropriate approaches to facilitate their learning.	Displays knowledge of the individual needs and present performance of each student.	Has knowledge of present levels of performance of each student.	Lacks the knowledge of present levels of performance of each student.	

		Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.	Utilizes formal and/or informal assessment data to plan.	Does not utilize formal and/or informal assessment data to plan.
1.3	<b>Interpret/Share Information and make appropriate recommendations</b>	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Collaborates with members of the Case Conference Committee by:</p> <ul style="list-style-type: none"> <li>* clearly communicates educational reports using understandable terminology</li> <li>* works with the committee to determine appropriate eligibility area</li> <li>* makes appropriate recommendations for modifications and accommodations</li> </ul>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>Collaborates with members of the Case Conference Committee by:</p> <ul style="list-style-type: none"> <li>* clearly communicates educational reports using understandable terminology</li> <li>* works with the committee to determine appropriate eligibility area</li> <li>* makes appropriate recommendations for modifications and accommodations</li> </ul>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>Collaborates with members of the Case Conference Committee to some degree in the following areas:</p> <ul style="list-style-type: none"> <li>* communication with educational reports</li> <li>* works with committee</li> <li>* makes recommendations</li> </ul> <p><b>Ineffective (1)</b></p> <p><b>The BEP professional:</b></p> <p>No collaboration with members of the Case Conference Committee is evident or occurs.</p>

* works with classroom teachers to find specific ways the accommodations/ modifications can be provided in the classroom	Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations.	Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs.	Uses terminology which is not understandable to all committee participants.	Communication is unclear to Case Conference participants in relation to the educational needs.	N/A
1.4 <b>Plans Lessons appropriately</b>	<b>Highly Effective (4)</b> <b>The BEP professional:</b> Lesson plans are establish high expectations, and relate to Indiana Standards.	<b>Effective (3)</b> <b>The BEP professional:</b> Lesson plans represent an appropriate level of expectations and student understanding.	<b>Needs Improvement (2)</b> <b>The BEP professional:</b> Lesson plans do not meet expectations and student understanding.	<b>Ineffective (1)</b> <b>The BEP professional:</b> Lesson objectives are unclear and permit viable methods of assessment.	N/A
	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>	<b>N/A</b>

1.5	<b>Prepares Coherent Instruction Sessions</b>	<b>The BEP professional:</b>  Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.	<b>The BEP professional:</b>  Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.	<b>The BEP professional:</b>  Some IEP goals are supported and materials are intended to engage students.
1.6	<b>Assesses student learning for planning</b>	<b>The BEP professional:</b>  Instruction establishes and maintains thorough planning of learning activities and interactions, within the classroom environment conveying high expectations for the learning of all students.	<b>The BEP professional:</b>  Instruction maintains goals, activities, and interactions, within the classroom environment conveying clear expectations for student achievement.	<b>The BEP professional:</b>  IEP goals are not supported. Materials are not engaging for students.

## DOMAIN 2: EFFECTIVE INSTRUCTION AND INSTRUCTIONAL SUPPORT

		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	
2.1	Communicates clearly and accurately	The BEP professional:	The BEP professional:	The BEP professional:	The BEP professional:	N/A
		Directions and procedures are clear to students and students demonstrate understanding and application.	Directions and procedures are clear to students and anticipate possible student misunderstanding.	Directions and procedures are clear to students.	Directions and procedures are not clear.	
		Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson.	Spoken and written language is clear and correct with well-chosen vocabulary.	Spoken and written language is clear and correct.	Spoken and written language is not clear and contains errors.	
		Questions are of varied and require higher level thinking skills with the teacher eliciting correct responses	Questions elicit appropriate responses and adequate time is generally allowed for students to respond.	Questions elicit appropriate responses.	Students are not able to respond and/or teacher does not give them time to formulate a response.	
		Classroom interaction and communication strategies allow for meaningful discussion and engagement for all students.	Communication strategies provide opportunities for students to engage in meaningful discussion.	Communication strategies provide for some student engagement in discussion.	The students are not engaged in discussion.	
		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A

2.2	<b>Demonstrates knowledge of specialty area</b>	<p><b>The BEP professional:</b></p> <p>Displays solid knowledge in their area of specialty, BEP, and makes connections between the content/skill and other disciplines.</p> <p>Displays and applies continuing search for evidence-based practice related to the teaching of Indiana standards or foundations.</p>	<p><b>The BEP professional:</b></p> <p>Displays knowledge in their area of specialty, BEP, and makes connections between the content/skill and discipline.</p> <p>Displays knowledge of evidence-based practice related to the teaching of Indiana standards or foundations.</p>	<p><b>The BEP professional:</b></p> <p>Knowledge of specialty area is not evident.</p> <p>Knowledge of evidence-based practices is not evident.</p>
2.3	<b>Establishes a culture for learning</b>	<p><b>The BEP professional:</b></p> <p>Attitude conveys genuine enthusiasm for the subject and conveys the contents importance.</p>	<p><b>The BEP professional:</b></p> <p>Attitude conveys genuine enthusiasm for the subject.</p>	<p><b>The BEP professional:</b></p> <p>Ineffective (1)</p> <p>Attitude is neutral or negative toward the subject.</p>

2.4	<b>Possesses knowledge of resources that assist in student learning</b>	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Actively seeks outside and community materials and resources to enhance instruction.</li> <li>Applies various combinations of resources to maximize individual students experience and achievement.</li> </ul>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Is aware of and utilizes resources available through the school.</li> </ul>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Is aware of resources available through the school.</li> </ul>
2.5	<b>Merges student behavior</b>			

		Provides standards of conduct that are clear and consistent and based on a positive behavior intervention philosophy. All students demonstrate an understanding of the philosophy and live up to the standards most of the time.	Provides standards of conduct that are based on a positive intervention philosophy. Some students demonstrate and understanding of the philosophy or standards.	Standards of conduct are unclear and inconsistent.	N/A
		Monitoring is subtle and proactive. Data is collected on regular basis and interventions are adjusted as necessary.	Is alert to student behavior at all times. Appropriate data is collected on a regular basis.	Monitors some student behavior and data is inconsistent.	Inconsistent response to student behavior.
		Anticipates and redirects misbehavior while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time	Responds consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time	Responds consistently to misbehavior.	Needs Improvement (2)
2.6 Manages physical space	<b>Highly Effective (4)</b>	<b>The BEP professional:</b>	<b>Effective (3)</b>	<b>The BEP professional:</b>	<b>Ineffective (1)</b>

	Promotes/collaborates with staff for a safe classroom. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. All learning is equally accessible to all students.	Maintains/Advises with staff for a safe classroom furniture arrangement that facilitates learning activities.	Classroom is unsafe and disorganized.
2.7	<b>Engages students in learning</b>	<p><b>The BEP professional:</b> Students are cognitively engaged in the activities and assignments according to skill level.</p> <p>Instruction is productive and actively engages students to mastery of the goals of the lesson.</p> <p>Instruction materials, assistive technology and other resources are suitable to the goals and engage students mentally.</p>	<p><b>The BEP professional:</b> Content is appropriate and links well with student's knowledge, experience, cognitive and developmental levels.</p> <p>Instruction sessions are productive with students actively engaged.</p> <p>Instruction materials, assistive technology and other resources are suitable to the goals and engage students mentally.</p> <p><b>The BEP professional:</b> Content is not on appropriate levels for students.</p> <p>Students are not engaged in the lesson.</p> <p>Instruction materials, assistive technology and other resources are not utilized.</p> <p><b>The BEP professional:</b> Content is appropriate.</p> <p><b>The BEP professional:</b> Instruction has some students engaged.</p> <p><b>The BEP professional:</b> Instruction materials, assistive technology and other resources are not visible</p>
	<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>
			<b>Ineffective (1)</b>
			N/A

2.8	<b>Exhibits flexibility and responsiveness</b>	<p><b>Highly Effective (4)</b></p> <p><b>The BEP professional:</b></p> <p>Pacing of the Instruction is beneficial for all students and frequently checks for understanding and receives meaningful feedback from students.</p> <p>Frequently checks for understanding and receives meaningful feedback from students.</p>	<p><b>Effective (3)</b></p> <p><b>The BEP professional:</b></p> <p>The instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities.</p> <p>No checks for student understanding</p>	<p><b>Needs Improvement (2)</b></p> <p><b>The BEP professional:</b></p> <p>The instruction has a clearly defined structure. There are no checks for student understanding.</p> <p>Frequently checks for understanding.</p>

		Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school.	Using a moderate repertoire of strategies persists in seeking approaches for students who have difficulty learning.	Has a limited repertoire of strategies for students with learning difficulties.	Does not modify or utilize differing strategies.
<b>Domain 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES</b>					
3.1	<b>Advocates for student success</b>	<b>Highly Effective (4)</b> <b>The BEP professional:</b> Goals are measurable, clearly written and go beyond present levels of performance.	<b>Effective (3)</b> <b>The BEP professional:</b> Goals are measurable, clearly written and based on present levels of performance.	<b>Needs Improvement (2)</b> <b>The BEP professional:</b> Goals are measurable and clearly written.	<b>Ineffective (1)</b> <b>The BEP professional:</b> Goals are not measurable, nor clearly written
		Services are aligned with goals and provide support that leads to student independence	Services are aligned with goals and provide adequate support.	Services are aligned with goals.	Services are not provided nor aligned with goals.
		Notes clearly and succinctly capture relevant discussions.	Notes capture discussions.	Notes are written in the IEP.	IEPs do not contain any additional notes.
		Components of the IEP are accurately completed and the document meets the “stranger” test.	Components of the IEP are accurately completed.	Components of the IEP are completed.	Components of the IEP are inaccurate.
		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Needs Improvement (2)</b>	<b>Ineffective (1)</b>

3.2	<p><b>Fulfills professional TOR/caseload responsibilities</b></p> <p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Documents both instruction and non-instruction information, including parent contacts, daily.</li> <li>Maintains caseload records and other information provided to schools and RLC that are accurate and submitted in a timely manner.</li> <li>Expectations are clear and the paraprofessionals, behavior coaches or assistants are assigned for maximum productivity.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Maintains accurate records on non-instruction information.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Maintains caseload records and other information provided to schools and RLC that are submitted in a timely manner.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Is creative and flexible in scheduling workloads for paraprofessionals, behavior coaches and/or assistants</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Records are not submitted to schools or RLC.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Records are submitted to the schools and RLC.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Paraprofessionals, behavior coaches, or assistants are assigned.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Paraprofessionals, behavior coaches, or assistants are not assigned for maximum productivity.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Communication is at all times handled with professionalism.</li> </ul>
3.3	<p><b>Collaborates &amp; communicates professionally to promote student success</b></p>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Communication is at all times handled with professionalism.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Highly Effective (4)</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Effective (3)</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Needs Improvement (2)</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Ineffective (1)</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Most communication is handled in a professional manner.</li> </ul>	<p><b>The BEP professional:</b></p> <ul style="list-style-type: none"> <li>Communication is not handled in a professional manner.</li> </ul>

Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming.	Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.	Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming.	Communication is lacking to appropriate personnel.	
Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences.	Is prepared and communicates professionally at case conferences.	Has some information/data to contribute to the case conference.	Is unprepared with information/data for the case conference.	
	Highly Effective (4) The BEP professional:	Effective (3) The BEP professional:	Needs Improvement (2) The BEP professional:	Ineffective (1) The BEP professional: N/A
3.4 Engages families in student learning	Provides frequent and quality information to parents as appropriate about the program and their child's progress.	Communicates with parents about student's progress on a regular basis.	Has some parent contact, not on a regular basis.	No parent contacts are maintained.
	Provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.	Provides student's materials/examples to their families demonstrating progress and areas requiring attention.	Student progress through materials/examples is infrequently shared with parents.	Student progress through materials/examples is infrequently shared with parents.
	Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)
				N/A

3.5	<p><b>Contributes to the RLC and/or school</b></p> <p>Takes initiative to support and provides leadership in promoting a productive and collegial climate.</p> <p>Volunteers to participate in school and SSSMC committees and/or projects, making a significant contribution by assuming a leadership role.</p> <p>Volunteers to train and assist others</p>	<p><b>The BEP professional:</b></p> <p>Supports and cooperation characterize relationships with colleagues.</p>	<p><b>The BEP professional:</b></p> <p>Relationships with colleagues are professional in manner.</p>	<p><b>The BEP professional:</b></p> <p>Ongoing relationship issues with colleagues are poor.</p>	<p><b>The BEP professional:</b></p> <p>Does not participate in school or SSSMC committees/projects.</p>
3.6	<p><b>Advances professional skills &amp; knowledge</b></p>	<p><b>The BEP professional:</b></p> <p>Highly Effective (4)</p>	<p><b>The BEP professional:</b></p> <p>Effective (3)</p>	<p><b>The BEP professional:</b></p> <p>Needs Improvement (2)</p>	<p><b>The BEP professional:</b></p> <p>Ineffective (1)</p>

				Does not participate in professional growth opportunities.					
				Attends professional growth opportunities provided by the corporation or SSSMC.					
DOMAIN 4: CORE PROFESSIONALISM	4.1 Showing professionalism	<p><b>Highly Effective (4)</b></p> <p><b>Along with meeting all of the proficient elements, the BEP professional:</b></p>	<p><b>The BEP professional:</b></p> <p>is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standard of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>	<p><b>The BEP professional:</b></p> <p>displays a high level of ethics and professionalism in dealings with both students and colleagues and the teacher complies with school regulations and timelines.</p>	<p><b>The BEP professional:</b></p> <p>is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies with minimal school regulations and timelines.</p>	<p><b>The BEP professional:</b></p> <p>is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students. Teacher is developing an understanding of school or district regulations and timelines.</p>	<p><b>The BEP professional:</b></p> <p>Needs Improvement (2)</p>	<p><b>The BEP professional:</b></p> <p>is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students. Teacher is developing an understanding of school or district regulations and timelines.</p>	<p><b>The BEP professional:</b></p> <p>Ineffective (1)</p>

4.2	<b>Core Professionalism</b>  <b>Attendance and On-Time Arrival</b>	<b>Meets Standard</b>  School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.  Consistent is defined as 91% attendance rate.	<b>Does Not Meet Standard</b>  School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.  Inconsistent is defined as below 91% attendance rate.	Each area that does not meet standard yields a .25 deduction from total score
	<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.		
	<b>Respect</b>			

	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.
Ethical		



# Life Skills Teacher Evaluation Rubric

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Name:

Date:

School:

Career Status:

<b>Domain 1: Classroom Strategies and Behaviors</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
1.1: Respectful learning environment	The special education teacher's classroom promotes a highly respectful and trusting atmosphere between the teacher and students and among students. Respect and rapport is generalized school-wide	The special education teacher's classroom promotes a respectful, polite, and caring atmosphere between the teacher and students and among students.	The special education teacher's classroom reflects some inconsistencies regarding classroom interactions. Most interactions are generally appropriate and free from conflict.	The special education teacher needs improvement handling classroom interactions. Classroom atmosphere can be negative, inappropriate or insensitive..
1.2: Manages classroom procedures	The special education teacher and the students contribute to the seamless operation of the classroom. Individual student schedules are used consistently throughout the day. Student transitions occur smoothly. Students use self-monitoring techniques.	The special education teacher is consistent in managing instructional time, classroom routines, and procedures. Schedules are in place for individual students and utilized consistently throughout the day. Student transitions occur smoothly.	The special education teacher is consistent in managing instructional time, classroom routines, and procedures. Schedules are in place for individual students but are utilized sporadically.	The special education teacher is inconsistent in managing instructional time, classroom routines and procedures.
1.3: Manages student behavior	The special education teacher promotes positive behavior supports that are utilized consistently and in	The special education teacher promotes positive behavior supports that are evident and used to	The special education teacher appears to have had made an effort to establish positive behavior	The special education teacher has knowledge of positive behavior supports but is unsure of how to

## Life Skills Teacher Evaluation Rubric

	<p>all settings. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. The classroom is a model for other staff in positive behavior support strategies.</p>	<p>encourage safe and productive learning environments, and the teacher monitors student behavior against those supports. The teacher's response to student misbehavior is appropriate and upholds the students' dignity.</p>	<p>supports for students. The teacher tries, with varying results, to monitor student behavior and respond to student misbehavior.</p>	<p>monitor or respond to student misbehavior.</p>
1.4: Organizing physical space	<p>The special education teacher ensures a safe and organized classroom that is well labeled. Structured learning areas are visible.</p>	<p>The special education teacher promotes a safe and organized classroom. Structured learning areas are visible.</p>	<p>The special education teacher maintains a safe classroom with some structured learning areas.</p>	<p>The special education teacher has a disorganized and unsafe classroom.</p>
1.5: Communicating with student	<p>The special education teacher's expectations for student learning are clear and differentiated to students as individuals. Teacher encourages all staff working with the student to do the same.</p>	<p>The special education teacher's expectations for student learning are clear and differentiated to students as individuals.</p>	<p>The special education teacher's expectations for student learning are clarified and differentiated for groups of students.</p>	<p>The special education teacher's expectations for student learning are unclear or confusing to students.</p>
1.6: Demonstrates flexibility and enhances student learning	<p>The special education teacher seizes opportunities to enhance learning, builds on</p>	<p>The special education teacher promotes the successful learning of all students, accommodating</p>	<p>The special education teacher makes few adjustments during lessons and only responds to</p>	<p>The special education teacher plans activities that are rigid and do not allow time for student inquiry</p>

## Life Skills Teacher Evaluation Rubric

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	spontaneous events and student interests. Modifications and adaptations are a collaborative effort.	student questions, needs, and interests. Modifications and adaptations are apparent throughout all activities.	some student reactions. Modifications and adaptations are used when necessary.	or differentiate for student difficulty.
1.7: Independence/ Prompting Levels	The special education teacher fosters an environment that allows the student to be as independent as possible. The teacher uses correct prompting levels and ensures staff do the same across all settings.	The special education teacher promotes an environment that allows the student to be as independent as possible. The teacher uses correct prompting levels.	The special education teacher maintains an environment that allows somewhat independent. The teacher is aware of the prompting levels and incorporates them sporadically.	The special education teacher does not show evidence of student independence in instruction or correct usage of prompting levels.

<b>Domain 2: Planning and Preparing</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
2.1: Indicating knowledge of learning procedures	The special education teacher displays extensive knowledge of student learning and applies this knowledge to individual students and groups of students.	The special education teacher's knowledge of student learning is accurate and current and knowledge is applied to the class as a whole and to groups of students.	The special education teacher recognizes the merit in understanding student learning, but this knowledge is limited or outdated.	The special education teacher sees little merit in understanding students learning and seeks little help in self-improvement.
2.2: Exhibits knowledge of students	The special education teacher actively seeks knowledge of students' demographic,	The special education teacher displays an accurate understanding of age-appropriate	The special education teacher demonstrates partial knowledge of students' demographic,	The special education teacher has little knowledge of students' demographic,

## Life Skills Teacher Evaluation Rubric

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	disability, interests, and learning style from a variety of sources, and attains this knowledge for individual students. The teacher exhibits awareness of diversity and has sensitivity towards individual students.	development. The teacher actively seeks knowledge of demographic, disability, interests, and learning style.	disability, interests, and learning style, yet some knowledge is outdated and erroneous.	disability, interests, and learning style.
2.3: Demonstrating knowledge of objectives/interventions	The special education teacher explicitly aligns instruction with IEPs for individuals and groups of students. The instruction reflects different learnings styles. IEPs are shared with those who have an educational interest in the student.	The special education teacher aligns instruction with IEPs for individuals and groups of students. The instruction reflects different learning styles.	The special education teacher aligns instruction with IEPs for groups of students.	The special education teacher rarely aligns instruction with IEPs.
2.4: Utilizes resources	The special education teacher uses school and district wide resources to enhance own knowledge, to use in teaching, and for students who need them. Technology is integrated throughout all instruction.	The special education teacher fully incorporates resources available through the school to enhance own knowledge, to use in teaching, or for students who need them. Technology is used consistently.	The special education teacher uses resources throughout the school to enhance own knowledge, to use in teaching, or for students who need them. Various technologies are used in instruction.	The special education teacher demonstrates little familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Technology is not integrated in instruction.
2.5: Designing student	The special education teacher's plan for	The special education teacher's plan for	The special education teacher's plan for	The special education teacher's plan for

## Life Skills Teacher Evaluation Rubric

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assessments	<p>student assessment is fully aligned with the IEPs, with clear criteria.</p> <p>Assessments are individualized and used to enhance future instruction.</p> <p>Assessment results are shared with classroom staff.</p>	<p>student assessment is aligned with the IEPs, uses clear criteria, and is appropriate to individual students.</p> <p>Assessment results are used to enhance future instruction.</p>	<p>student assessment is partially aligned with the IEPs, without clear criteria, and inappropriate for at least some students.</p> <p>Assessment results are used for future instruction with groups of students.</p>	<p>assessing student learning is not aligned with the IEPs or is inappropriate for many students.</p> <p>Assessment results have little impact on future instruction.</p>
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<b>Domain 3: Reflecting on Teaching</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
3.1 Uses assessment in instruction that reflects student learning	The special education teacher uses daily assessments and data collection to improve student learning and instruction.	The special education teacher consistently uses assessments and data collection two or more times weekly to improve student learning and instruction.	The special education teacher utilizes student assessments and data collection weekly to improve student learning and instruction.	The special education teacher has knowledge of student assessments and data collection methods and uses outcomes inconsistently.
3.2 Effectively uses Evidence Based Practices (EBP)	The special education teacher can apply EBPs across all educational settings at school and in the community.  Uses more than 5 EBPs.	The special education teacher can apply EBPs across all educational settings at school.  Uses 4-5 EBPs.	The special education teacher demonstrates the importance of EBPs and incorporates them during instruction.  Uses 2-3 EBPs.	The special education teacher demonstrates knowledge of EBPs.
3.3 Demonstrates high expectations for	The special education teacher demonstrates high expectations consistently for all	The special education teacher consistently demonstrates high expectations for	The special education teacher demonstrates various expectations for	The special education teacher indicates some evidence of expectations for

## Life Skills Teacher Evaluation Rubric

all students with disabilities including expectation that student takes responsibility for their own learning and behavior	students. Establishes a learning environment that encourages, guides, and supports students self-monitoring and self-improvement of achievement and behavior.	students. Teacher introduces self-monitoring techniques to improve student achievement and behavior.	students as a group. Teacher has knowledge of self-monitoring techniques.	students as a group. Monitoring of student progress is teacher driven.
3.4 Collaborates and communicates professionally to promote student success.	The special education teacher handles all communication with instructional assistants, school personnel, and families in a professional manner. Maintains current and ongoing communication.	The special education teacher handles all communication with instructional assistants, school personnel, and families in a professional manner and with sensitivity.	The special education teacher handles communication with instructional assistants, school personnel and families in a professional manner but not consistently.	The special education teacher does not handle communication with instructional assistants, school personnel and families in a professional or timely manner.

<b>Domain 4: Collegiality and Professionalism</b>				
<b>Standard:</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
4.1 Teacher of Records will show professionalism and ethical conduct.	<p>Proactive and assumes a leadership role in making sure that school practices and procedures</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school</p> <p>Displays the highest standard of ethical conducts</p>	<p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p> <p>Complies fully and voluntarily with school and district regulations</p>	<p>Honest and well intentioned in servicing students and contributing to decision in the school, but the attempts to service students are limited</p> <p>Complies with school regulations and timelines</p>	<p>Starting to develop a sense of ethics and professionalism and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines</p>

## Life Skills Teacher Evaluation Rubric

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	Takes a leadership role in seeing that colleagues comply with student and district regulations.			
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### DOMAIN 4: Part B

**Core Professionalism-** These indicators illustrate the minimum competencies expected in any profession.

	Meets Standard	Does Not Meet Standard	Each area that does not meet standard yields a .25 deduction from total score
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions. Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	



# M.O.V.E. Evaluation Rubric

Name:

Date:

School:

District:

Career Status:

## Domain #1: Classroom Strategies and Behaviors

- Focuses on classroom strategies and behaviors that impact student achievement.
- Addresses what teachers do in the classroom, actions that have a direct effect on student achievement. It provides that framework that established common language across classrooms. It is also used by teachers as a general framework for planning as well as an instrument for classroom observation and feedback.

		Ineffective	Improvement Necessary	Effective	Highly Effective
1.1	Aligns instruction with the MOVE philosophy	Demonstrates an awareness of the MOVE philosophy and references it in the preparation of lesson plans.	Understands the MOVE philosophy, uses it in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	Develops and applies strategies based on the MOVE philosophy and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	Assists colleagues in applying such strategies in their classrooms.
1.2	Knows the content appropriate to their teaching specialty	Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	Applies knowledge of subject beyond the content in assigned teaching specialty.	Extends knowledge of subject beyond content in their teaching specialty and sparks other staff members' curiosity for learning more.
1.3	Uses a variety of instructional methods	Demonstrates awareness of the variety of methods and	Demonstrates awareness or use of appropriate	Ensures the success of all students through the	Stays abreast of emerging research areas and new and innovative

## M.O.V.E. Evaluation Rubric

		materials necessary to meet the needs of all students.	methods and materials necessary to meet the needs of all students.	selection and utilization of appropriate methods and materials.	materials and incorporates them into lesson plans and instructional strategies.
1.4	<b>Communicates effectively</b>	Demonstrates the ability to effectively communicate with students.  Provides opportunities for students to articulate thoughts and ideas.	Uses a variety of methods for communication with all students.  Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	Creates a variety of methods to communicate with all students.  Establishes classroom practices that encourage all students to develop effective communication skills.	Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.  Encourages others to encourage students to develop effective communication skills.
1.5	<b>Helps students develop choice-making skills.</b>	Understands the importance of developing students' choice-making skills.	Demonstrates knowledge of processes needed to support students in acquiring choice-making skills.	Teaches students the processes needed to make choices.	Encourages and assists teachers throughout the school to integrate choice-making skills into their instructional practices.
1.6	<b>Manages Physical Space</b>	Classroom is unsafe and disorganized.  Rarely utilizes physical resources.	Maintains a safe classroom with some learning areas.  Uses physical resources for student learning.	Promotes a safe and accessible classroom. The furniture arrangement facilitates learning activities.  Uses physical resources so learning is accessible to all students (i.e. Visuals, Adapted	Promotes a safe classroom. The furniture arrangement is a resource for learning activities and is monitored and adjusted based on changes in learning needs. Students use physical resources optimally, and all learning is equally accessible to all students.

## M.O.V.E. Evaluation Rubric

				Equipment, etc.)	Uses physical resources skillfully. Learning is accessible to all students (i.e. Visuals, Adapted, Equipment, etc.)
1.7	<b>Exhibits Flexibility and Responsiveness</b>	Lessons are rigid. Fails to respond to students during lesson. Starts to modify or utilize differing strategies.	Makes few adjustments during lessons. Responds to some student reactions. Uses some modifications or strategies for students with learning difficulties.	Makes necessary adjustments to lesson based on student reaction and the adjustment occurs smoothly. Successfully accommodates student behavior or interests. Consistently uses strategies in approaches for students who have difficulty learning.	Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson. Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment. Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school.

### Domain #2: Planning and Preparing

- Focuses on planning and preparing, both of which are assumed to be directly linked to classroom strategies and behaviors. Careful planning and preparation

## M.O.V.E. Evaluation Rubric

**facilitates better decisions in order to produce the greatest gains in student learning.**

		Ineffective	Improvement Necessary	Effective	Highly Effective
2.1	<b>Advocates for school and students</b>	Knows about the policies and practices affecting student learning.	Supports positive change in policies and practices affecting student learning	Participates in developing policies and practices to improve student learning.	Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education
2.2	<b>Adapts teaching for the benefit of students with special needs</b>	Recognizes that students have a variety of learning needs. Is knowledgeable of effective practices for students with special needs.	Collaborates with specialists who can support the special learning needs of students.  Provides unique learning opportunities and research-based effective practices for students with special needs.	Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.  Effectively engages special needs students in learning activities and ensure their unique learning needs are met.	Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.  Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.
2.3	<b>Knows the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students</b>	Understands developmental levels of students and recognizes the need to differentiate instruction.  Recognizes solid content/skill knowledge in other parts of the discipline	Understands developmental levels of students and appropriately differentiates instruction.  Knows solid content/skill knowledge in other parts of the discipline or other disciplines.	Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.  Displays, evidence-based practices and solid content/skill knowledge in other parts of the	Encourages and guides colleagues to adapt instruction to align with students' developmental levels.  Displays evidence-based practices and solid content/skill knowledge and makes connections

## M.O.V.E. Evaluation Rubric

		or other disciplines.		discipline or other disciplines.	between the content/skill and other parts of the discipline or other disciplines.
2.4	<b>Prepares Coherent Instruction Sessions</b>	IEP goals are rarely supported. Materials are rarely engaging for students.  Instruction is without structure and student expectations are unclear.	Some IEP goals are supported and materials are intended to engage students.  Instruction maintains goals and activities within the classroom environment conveying some expectations for student achievement.	Materials and resources support the IEP goals and engage students in meaningful learning. There is knowledge of adaptation.  Instruction maintains goals, activities, and interactions, within the classroom environment conveying clear expectations for student achievement.	Materials and resources support the IEP goals, and engage students in meaningful learning. There is evidence of careful selection and adaptation of materials.  Instruction establishes and maintains thorough planning of learning activities and interactions, within the classroom environment conveying high expectations for the learning of all students.
2.5	<b>Gathers information for appropriate planning</b>	Recognizes formal and/or informal assessment data to plan.	Utilizes formal and/or informal assessment data to plan.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan.	Gathers and utilizes formal and/or informal assessment data to evaluate or plan for individual learners.
2.6	<b>Interprets/Shares Information and Makes Appropriate Recommendations</b>	Limited collaboration with members of the Case Conference Committee is evident or occurs.  Communication is limited to	Collaborates with members of the Case Conference Committee to some degree in the following areas:  *Communication in educational reports *Works with	Collaborates with members of the Case Conference Committee by:  *clearly communicates educational reports using understandable terminology *works with the	Collaborates with members of the Case Conference Committee by:  *clearly communicates educational reports using understandable terminology *works with the

## M.O.V.E. Evaluation Rubric

		<p>Case Conference participants in relation to the educational needs.</p>	<p>committee *Makes recommendations</p> <p>Uses terminology which is not understandable to all committee participants.</p>	<p>committee to determine appropriate goals and services *makes appropriate recommendations for modifications and accommodations.</p> <p>Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs.</p>	<p>committee to determine appropriate goals and services *makes appropriate recommendations for modifications and accommodations</p> <p>*Works with therapists and specialists to find specific ways the accommodations/modifications can be provided in the classroom</p> <p>Clearly communicates results using understandable terminology to all case conference participants in relation to the educational needs and clearly demonstrates evidence based practices in those recommendations.</p>
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### Domain #3: Reflecting on Teaching

- Focuses on teacher self-reflection, a vital metacognitive step in teacher development.
- Describes awareness of your own instructional practices and the ability to translate this self-awareness into professional growth.

		Ineffective	Improvement Necessary	Effective	Highly Effective
3.1	Demonstrates leadership in the	Attends professional	Participates in professional	Assumes a leadership role	Collaborates with colleagues

## M.O.V.E. Evaluation Rubric

	<b>school</b>	learning community meetings.	learning community.	in professional learning community.	to improve the quality of learning in the school.
3.2	<b>Links professional growth to their professional goals</b>	Understands the importance of professional development.	Participates in professional development aligned with professional goals.	Participates in professional development activities aligned with goals and student needs.	Applies and implements knowledge and skills attained from professional development consistent with its intent.
3.3	<b>Advocates for Student Success</b>	<p>Understands goals need to be measurable and clearly written.</p> <p>Understands services must be provided and aligned with goals.</p> <p>IEPs contain little accommodations.</p> <p>IEPs contain limited additional notes.</p> <p>Components of the IEP are not complete.</p>	<p>Goals are measurable and clearly written.</p> <p>Services are aligned with goals.</p> <p>IEP recommends some accommodations.</p> <p>Notes are written in the IEP.</p> <p>Components of the IEP are completed.</p>	<p>Goals are measurable, clearly written and based on present levels of performance.</p> <p>Services are aligned with goals and provide for adequate support.</p> <p>IEPs recommend appropriate accommodations.</p> <p>Notes capture discussions.</p> <p>Components of the IEP are accurately completed.</p>	<p>Goals are measurable, clearly written and go beyond present levels of performance.</p> <p>Services are aligned with goals and provide support that leads to student independence.</p> <p>IEPs recommend appropriate accommodations and their use is clearly defined.</p> <p>Notes clearly and succinctly capture relevant discussions.</p> <p>Components of the IEP are accurately completed and the document meets the “stranger” test.</p>

## M.O.V.E. Evaluation Rubric

3.4	<b>Collaborates &amp; Communicates Professionally to Promote Student Success</b>	Communication is rarely handled in a professional manner.	Most communication is handled in a professional manner.	Communication, whether voice mail, e-mail, letter or phone is handled in a professional manner.	Communication is at all times handled with professionalism.
		<p>Communication is rarely handled in a timely manner.</p> <p>Communication is lacking to appropriate personnel.</p> <p>Limited information/data for the case conference.</p> <p>Shows no engagement with parents.</p>	<p>Communication is sometimes handled in a timely manner.</p> <p>Communication with appropriate personnel is not consistently ensured regarding changes in students, staff or programming.</p> <p>Has some information/data to contribute to the case conference.</p> <p>Demonstrates little engagement with parents.</p>	<p>Exhibits a pattern of Responding to communication and the processing of information are handled in a timely manner, with professionalism and sensitivity.</p> <p>Communication with appropriate personnel ensures that they are properly informed about changes in students, staff or programming.</p> <p>Is prepared and communicates professionally at case conferences.</p> <p>Demonstrates consistent engagement with parents.</p>	<p>Exhibits a pattern of responding to communication and the processing of information on a routine basis with professionalism and sensitivity.</p> <p>Maintains ongoing communication with appropriate personnel ensuring that they are properly informed about changes in students, staff or programming.</p> <p>Collaborates with school personnel before the IEP and is prepared to communicate professionally at case conferences.</p> <p>Seeks new strategies for engagement with student's family.</p>

### Domain 4: Collegiality and Professionalism

## M.O.V.E. Evaluation Rubric

--Focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish.

	<b>Part A</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
4.1	<b>Showing Professionalism</b>	<p>Starting to develop a sense of ethics and professionalism and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines.</p>	<p>Honest and well intentioned in servicing students and contributing to decision in the school, but the attempts to service students are limited.</p> <p>Complies with school regulations and timelines.</p>	<p>Displays a high level of ethics and professionalism in dealing with both students and colleagues.</p> <p>Complies fully and voluntarily with school and district regulations.</p>	<p>Proactive and assumes a leadership role in making sure that school practices and procedures.</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school.</p> <p>Displays the highest standard of ethical conduct.</p> <p>Takes a leadership role in seeing that colleagues comply with student and district regulations.</p>

### Domain 4: Part B

Core Professionalism- These indicators illustrate the minimum competencies expected in any profession.

	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Each area that does not meet standard yields a .10 deduction from total score</b>
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals	

## M.O.V.E. Evaluation Rubric

	work and all related functions. Consistent is defined as 91% attendance rate.	and departures to work and all related functions. Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	

**DOMAIN 1: CLASSROOM STRATEGIES AND BEHAVIORS**

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
1.1	<b>Communicates Clearly and Accurately</b>	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students and demonstrate understanding and application.</p> <p>Spoken and written language is correct and expressive, with well-chosen vocabulary and/or visual information that enriches the lesson</p> <p>Questions are of varied and time is allowed for appropriate communication</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students and anticipate possible student misunderstanding.</p> <p>Spoken and written language is clear and correct.</p> <p>Questions elicit appropriate responses.</p> <p>Communication strategies provide for some student engagement in discussion.</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are clear to students.</p> <p>Spoken and written language is clear and correct.</p> <p>Students are not able to respond and/or teacher does not give them time to formulate a response.</p> <p>The students are not engaged in discussion.</p>	<p><b>The school professional's:</b></p> <p>Directions and visuals are not clear.</p> <p>Spoken and written language is not clear and contains errors.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.2</b>	<b>Demonstrates Knowledge of Specialty Area</b>	<p><b>The school professional:</b></p> <p>Displays solid knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline, or other disciplines.</p>	<p><b>The school professional:</b></p> <p>Displays knowledge in their area of specialty and makes connections between the content/skill and other parts of the discipline.</p> <p>Displays knowledge of evidence-based practice related to the teaching of Indiana standards or foundations.</p>	<p><b>The school professional:</b></p> <p>Displays knowledge in their area of specialty and makes connections.</p> <p>Displays knowledge of practices related to the teaching of Indiana standards or foundations.</p>	<p><b>The school professional's:</b></p> <p>Knowledge of specialty area is not evident.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.3</b>	<b>Establishes a Culture for Learning</b>	<p><b>The school professional's:</b></p> <p>Attitude Conveys genuine enthusiasm for the subject and conveys the contents importance beyond the classroom.</p> <p>Planning and delivering of learning activities, establishes and maintains an environment that promotes desired student outcomes.</p> <p>Interactions with students create an environment conducive to improving outcomes for all students.</p>	<p><b>The school professional's:</b></p> <p>Attitude conveys genuine enthusiasm for the subject.</p> <p>Planning and delivering of learning activities, establishes and maintains an environment that promotes achievable student outcomes.</p> <p>Interactions with students create an environment conducive to improving student outcomes.</p>	<p><b>The school professional's:</b></p> <p>Attitude conveys some enthusiasm for the subject.</p> <p>Planning and delivering of learning activities, promotes predictable student outcomes.</p> <p>Goals, activities, interactions, and the classroom environment convey some expectations for student achievement.</p> <p>Interactions with students create an environment in which some student outcomes improve.</p>	<p><b>The school professional's:</b></p> <p>Attitude is neutral or negative toward the subject.</p> <p>Planning and delivering of learning activities, is not evident and student outcomes are unclear.</p> <p>Goals, activities, interactions, and the classroom environment convey unclear or no expectations.</p> <p>Interactions with students are unproductive.</p>
<b>1.4</b>	<b>Manages Student Behavior</b>			<p>Anticipates and redirects misbehavior while appropriately utilizing positive behavior interventions to avoid loss of instruction a majority of the time.</p>	<p>Responds consistently to misbehavior.</p> <p>Consistently to misbehavior and appropriately utilizes positive behavior interventions, effectively shaping student behavior a majority of the time.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.5</b>	<b>Engages Students in Learning</b>	<p>Instruction structure is highly coherent, allowing for reflection and closure as appropriate.</p> <p>Pacing of the</p> <p>Instruction is beneficial for all students and Procedure is to frequently check for understanding and receives meaningful feedback from students when applicable.</p>	<p>The instruction has a clearly defined structure around which the activities are organized and pacing of the lesson is consistent with student abilities.</p>	<p>The instruction has a clearly defined structure.</p> <p>Procedure is to frequently check for understanding when applicable.</p>	<p>The instruction has loose or no structure.</p> <p>No checks for student understanding.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>1.6</b>	<b>Exhibits Flexibility and Responsiveness</b>	<p><b>The school professional:</b></p> <p>Successfully makes an adjustment to a lesson, and the adjustment clearly improves the direction of the lesson</p> <p>Seizes unanticipated opportunity to enhance learning, building on a spontaneous event or teachable moment.</p> <p>Persists in seeking effective approaches for students who need help by using an extensive repertoire of strategies and soliciting additional resources from the school.</p>	<p><b>The school professional:</b></p> <p>Makes necessary adjustments to lesson based on student feedback and the adjustment occurs smoothly.</p> <p>Successfully accommodates relevant student questions or interests.</p> <p>Using a moderate repertoire of strategies persists in seeking approaches for students who have difficulty learning.</p>	<p><b>The school professional:</b></p> <p>Makes few adjustments during lessons.</p> <p>Responds to some student input.</p> <p>Has a limited repertoire of strategies for students with learning difficulties.</p> <p>Makes a superficial assessment of a lesson's effectiveness.</p>	<p><b>The school professional:</b></p> <p>Lessons are rigid.</p> <p>Fails to respond to students during lesson.</p> <p>Does not modify or utilize differing strategies.</p> <p>Does not reflect on a lesson's effectiveness.</p>

**DOMAIN 2: PLANNING AND PREPARATION**

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>2.1</b>	<b>Utilizes Fundamental Knowledge to Plan for Positive Student Outcomes</b>	<p><b>The school professional:</b></p> <p>Displays evidence-based practices and solid content/skill knowledge and makes connections between the content/skill and other parts of the discipline or other disciplines.</p> <p>Displays knowledge of individual needs and present levels of performance of each student.</p> <p>Displays knowledge of individual needs and present levels of performance of each student and plans for a variety of appropriate approaches to facilitate their learning.</p>	<p><b>The school professional:</b></p> <p>Displays, evidence-based practices and solid content/skill knowledge in other parts of the discipline or other disciplines.</p> <p>Displays knowledge of the individual needs and present performance of each student.</p>	<p><b>The school professional:</b></p> <p>Knows solid content/skill knowledge in other parts of the discipline or other disciplines.</p> <p>Has knowledge of present levels of performance of each student.</p>	<p><b>The school professional:</b></p> <p>Lacks the knowledge of present levels of performance of each student.</p>
<b>2.2</b>	<b>Gathers information for appropriate planning</b>		<p><b>The school professional:</b></p> <p>Gathers and utilizes formal assessment data(charts or graphs data) to evaluate or plan for individual learners.</p> <p>Gathers and utilizes IEP information to evaluate or plan for individual learners.</p>	<p><b>The school professional:</b></p> <p>Gathers and utilizes formal and/or informal assessment data to evaluate or plan.</p> <p>Gathers and utilizes IEP information to evaluate or plan.</p>	<p><b>The school professional:</b></p> <p>Does not utilize formal and/or informal assessment data to plan.</p> <p>Does not utilize IEP information to plan.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>2.3</b>	<b>Plans Lessons appropriately:</b>	<p><b>The school professional:</b> Lesson plans are valuable and relevant, and clearly articulates how lesson objectives establish high expectations, and relate to Indiana Standards.</p> <p>Lesson planning clearly has demonstrated gradual progression from basic to more complex application of higher level thinking skills.</p> <p>Lesson objectives are clear and include viable methods of assessment which support individual learning</p>	<p><b>The school professional:</b> Lesson objectives are valuable, relevant and represent an appropriate level of expectations and student understanding.</p> <p>Lesson planning clearly has demonstrated gradual progression from basic skills to more complex skills.</p> <p>Most lesson objectives are clear and permit viable methods of assessment.</p>	<p><b>The school professional:</b> Lesson objectives represent expectations and student understanding.</p> <p>Lesson planning shows some progression from basic skills to more complex skills.</p> <p>Some lesson objectives are clear and permit viable methods of assessment.</p>	<p><b>The school professional:</b> Lesson objectives do not meet expectations and student understanding.</p> <p>Lesson planning has no progression to complex skills.</p> <p>Lesson objectives are unclear/unstated and do not permit viable methods of assessment.</p>
<b>2.4</b>	<b>Provide an environment in which each child has a positive, nurturing relationship with a caring adult</b>	Encourages and advises others to provide a nurturing and positive learning environment for all students	Maintains a positive and nurturing learning environment	Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment	Appreciates and understands the need to establish nurturing relationships
<b>2.5</b>	<b>Materials, equipment and supplies</b>	Collaborates with physical therapist or assistant or occupational therapist regarding departmental needs and materials use	Seeks out evidence-based materials that increase student access to education	Collaborates with teachers and informs administrators of needed items	Acquires and maintains materials and supplies

### DOMAIN 3: REFLECTION ON TEACHING

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>3.1</b>	<b>Teachers Lead the Teaching Profession</b>	<p>Seeks opportunities to lead professional growth activities and decision-making processes</p> <p>Takes on additional responsibilities/duties in and around the school</p>	<p>Promotes positive working relationships through professional growth activities and collaboration</p> <p>School's decision-making processes as required.</p>	<p>Improvement of the profession through professional growth.</p> <p>Establishment of positive working relationships.</p>	<p>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</p>
<b>3.2</b>	<b>Linking Professional Growth to Professional Goals</b>		<p>Applies and implements knowledge and skills attained from professional development consistent with its intent</p>	<p>Participates in professional development activities aligned with goals and student needs</p>	<p>Understands the importance of professional development aligned with professional goals.</p>

SPECIALS EVALUATION RUBRIC

		<b>Highly Effective</b>	<b>Effective</b>	<b>Improvement Necessary</b>	<b>Ineffective</b>
<b>3.3</b>	<b>Organizes, Analyzes and Presents Data</b>	<p><b>The school professional:</b> Utilizes innovative methods/tools to organize, analyze and present data.</p> <ul style="list-style-type: none"> <li>• Supervises and manages data collection staff</li> </ul> <p><b>Plan/modify interventions within special area classroom</b></p>	<p><b>The school professional:</b> Selects appropriate methods to organize, analyze and present data. Example activities include:</p> <ul style="list-style-type: none"> <li>• Collect data</li> <li>• Summarize data</li> <li>• Graph data</li> <li>• Share data</li> </ul>	<p><b>The school professional:</b> Selects methods to analyze and present data</p>	<p><b>The school professional:</b> Unable to analyze and present data</p>

## DOMAIN 4: Part A - COLLEGIALITY AND PROFESSIONALISM

### Showing Professionalism

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>Proactive and assumes a leadership role in making sure that school practices and procedures</p> <p>Ensures that all students, particular those traditionally underserved, are honored in the school</p> <p>Displays the highest standard of ethical conducts</p> <p>Takes a leadership role in seeing that colleagues comply with student and district regulations</p>	<p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p> <p>Complies fully and voluntarily with school and district regulations</p>	<p>Honest and well intentioned in servicing students and contributing to decision in the school, but the attempts to service students are limited</p> <p>Complies with school regulations and timelines</p>	<p>Starting to develop a sense of ethics and professionalism and is starting to contribute to practices that serve students.</p> <p>Starting to develop an understanding of school or district regulations and timelines</p>

**DOMAIN 4: Part B**

**Core Professionalism-** These indicators illustrate the minimum competencies expected in any profession.

	<b>Meets Standard</b>	<b>Does Not Meet Standard</b>	<b>Each area that does not meet standard yields a .25 deduction from total score</b>
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.  Inconsistent is defined as below 91% attendance rate.	
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	



**Special Education Administrator Effectiveness Rubric**

DOMAIN 1: Purposeful Planning and Preparation		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.1	<b>Recruits, hires and retains quality employees</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p><b>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed.</b></p> <p><b>Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary.</b></p>	<p><b>The special education administrator:</b></p> <p>Consistently uses a candidate's displayed level of effectiveness as the primary factor in recruiting, hiring, and assigning decisions</p> <p>Demonstrates the ability to maintain and retain effective and highly effective personnel</p> <p>Aligns personnel decisions with the vision and mission of the co-op.</p> <p>Follows all hiring procedures appropriately.</p> <p>Finds replacements for open positions in a timely manner.</p> <p>Hires staff with appropriate licensing/credentials</p> <p>Communicates with HR Coordinator and shares accurate information with the candidate</p> <p>Provides appropriate follow-up after recommending employment</p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.2	<i>Effectively carries out personnel evaluation procedures</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Administrator:</li> <ul style="list-style-type: none"> <li>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.</li> </ul> </ul> <p>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p> <ul style="list-style-type: none"> <li>Administrator:</li> <ul style="list-style-type: none"> <li>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate in the building.</li> </ul> </ul> <p>Uses evaluations to credibly differentiate the performance of personnel</p>	<p>The special education administrator meets few or none of the effective elements.</p>	

Special Education Administrator Effectiveness Rubric

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.4	<b>Provides Leadership for Talent Development</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Systematically provides opportunities for emerging leaders to distinguish themselves.</p> <p>Recognizes and celebrates emerging leaders.</p> <p>Encourages and supports personnel leadership and progression on career ladders.</p>	<p><b>The Special Education Administrator:</b></p> <p>Provides formal and informal opportunities to mentor emerging leaders</p> <p>Promotes, supports and encourages leadership and growth as evidenced by assigning selected personnel to leadership positions or learning opportunities.</p> <p>Provides appropriate recommendations for performance improvement for those rated ineffective or needs improvement.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### **DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>1.3</b>	<b><i>Provides meaningful Professional Development for co-op and district personnel</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Frequently creates learning opportunities in which highly effective personnel support their peers.</p> <p><b>Monitors the impact of implemented learning opportunities on student achievement.</b></p> <p>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources.</p>	<p><b>The special education Administrator:</b></p> <p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan</p> <p>Provides learning opportunities in a variety of formats, such as instructional coaching, workshops, team meetings, etc.</p> <p>Provides differentiated learning opportunities to personnel based on evaluation results</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

**DOMAIN 1: Purposeful Planning and Preparation**

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.5 <i>Delegates responsibilities As well as meeting all of to assist in the effective operation of the organization administrator:</i>	<p><b>The special education administrator:</b></p> <p>Determines which tasks are appropriate for delegation and which are not</p> <p>Seeks out and selects staff members for increased responsibility based on their qualifications, performance, and/or effectiveness</p> <p><b>Monitors the progress towards success of those to whom delegations have been made</b></p> <p>Provides support to staff members as needed.</p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>	

Special Education Administrator Effectiveness Rubric

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.6 <b>Strategically assigns personnel</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p><b>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision.</b></p>	<p>The special education administrator:</p> <p>Strategically assigns personnel and staff to employment positions based on qualifications, performance, and demonstrated effectiveness (when possible) in a way that supports co-op goals, and maximizes achievement for all students.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>	

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.7	<b>Addresses personnel who are in need of improvement or are ineffective</b>	<p><b>As well as the effective elements, the special education administrator:</b></p> <p><b>Stays in frequent communication with personnel on remediation plans to ensure necessary support</b></p> <p><b>Tracks remediation plans in order to inform future decisions about effectiveness of certain supports</b></p>	<p><b>The special education administrator:</b></p> <p><b>Develops remediation plans with personnel rated as ineffective or in need of improvement</b></p> <p><b>Monitors success of remediation plans</b></p> <p><b>Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel</b></p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.8	<b>Conducts personnel observations as required by evaluation system</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Creates systems and schedules ensuring all teachers are frequently observed, and these observations are understood by all personnel as absolute priorities</p> <p>Monitors the impact of feedback provided to teachers</p>	<p><b>The special education administrator:</b></p> <p>Visits all personnel frequently (announced and unannounced) to observe instruction and treatment</p> <p>Analyzes student data with personnel to drive instruction and evaluation instructional quality</p> <p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

**DOMAIN 1: Purposeful Planning and Preparation**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
1.9	<i>Establishes culture and collaboration</i>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Monitors collaborative efforts to ensure a constant focus on student learning</li> <li>Track best collaborative practices to solve specific challenges</li> <li>Holds collaborating teams accountable for their results</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Established a culture of learning and achievement at the center as evidenced by systems such as common planning periods</li> <li>Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving</li> <li>Aligns collaborative efforts to the school's vision/mission</li> <li>Establishes and provides for ongoing collaboration across special education areas/corporations</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.1	<i>Supports personnel in establishing student learning objectives</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Utilizes SLOs as the basis of developing program goals.</li> </ul> <p>Communicates the purpose and progress towards SLOs with community members, parents, and other stakeholders.</p> <p>Ensuring students are aware of and can communicate the academic expectations inherent in SLOs.</p> <p>Empowers personnel, and students to participate in the monitoring of progress towards SLOs.</p> <p>Revisits the use and design of personnel and school-wide tracking tools</p>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Collaborates with personnel to identify skills to be assessed that are aligned with state standards.</li> </ul> <p>Collaborates with personnel to develop/select assessments to evaluate overall student progress.</p> <p>Requires personnel to assess baseline student performance to drive the development of SLOs that appropriately take students' starting points into account.</p> <p>Systematically works with personnel to monitor and revisit SLOs throughout year as necessary.</p> <p>Ensures personnel utilize a tracking tool to show student progress towards SLOs.</p>	<p>The special education administrator meets most but not all of the effective elements.</p>	<p>The special education administrator meets most of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.2	<b>Ensures SLOs meet standards outlined in evaluation system</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li><b>Utilizes rigorous SLOs to define and lead a school's culture and sense of urgency</b></li> <li><b>Establishes an on-going culture of looking at data and progress towards SLOs expectations by involving all personnel in school meetings to talk about data and instructional practices</b></li> </ul>	<p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li><b>Ensures SLOs define desired measurable outcomes</b></li> <li><b>Ensures assessments are appropriate for measuring progress on SLOs</b></li> </ul>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

## Special Education Administrator Effectiveness Rubric

### **DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support**

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>2.3</b>	<b><i>Instructional time</i></b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Systematically monitors the time uses of instructional time to create innovative opportunities for increased and/or enhanced instructional time</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Removes all sources of distractions of instructional</li> </ul> <p>Promotes the sanctity of instructional time</p> <p>Ensures every minute of instructional time is maximized in the service of student learning</p> <p>Develops and maintains efficient policies/procedures that keep personnel in front of students to the greatest possible extent</p>	<p>The special education administrator meets most but not all of the effective elements.</p>	

Special Education Administrator Effectiveness Rubric

DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.4	<i>Expects academic rigor</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Creates systems to monitor accepted as fixed and immovable progress towards rigorous academic goals, ensuring wins are celebrated when goals are met and new goals reflect achievements</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Creates ambitious academic goals and priorities that are</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### DOMAIN 2: Effective Instruction, Treatment and/or Instructional Support

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
2.5	<b>Promotes comprehensive data usage</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Data used as basis of decision making is transparent and communicated to all stakeholders</li> <li>Monitors the use of data in formulating action plans to identify areas where additional data is needed.</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Orchestrates frequent and timely team collaboration for data analysis.</li> <li>Develops and supports others in formulating action plans for immediate implementation that are based on data analysis.</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### **DOMAIN 3: Leadership and Professional Responsibilities**

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.1</b>	<b><i>Creates and supports the mission and vision of the organization</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Defines long, medium, and short-term application of the vision and/or mission</p> <p>Monitoring and measuring progress toward the school's vision and/or mission</p> <p>Frequently revisits and discussing the vision and/or mission to ensure appropriateness and rigor</p>	<p><b>The special education administrator:</b></p> <p>Assists in creating a vision and/or mission for the cooperative</p> <p>Defines specific instructional and behavioral actions linked to the co-op's vision and/or mission</p> <p>Ensures all key decisions are aligned to the vision and/or mission of the co-op</p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
<b>3.2 Exhibits professionalism</b>		<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>Articulates and communicates appropriate behavior to all stakeholders, including parents and the community</p>	<p>The special education administrator:</p> <p>Models professional, ethical, and respectful behavior</p> <p>Requires students and colleagues to display professional, ethical, and respectful behavior at all times</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

Special Education Administrator Effectiveness Rubric

DOMAIN 3: Leadership and Professional Responsibilities		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.3	<b>Establishes procedures and expectations for time management</b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p><b>Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives</b></p> <p><b>Monitors use of time to identify areas that are not effectively utilized</b></p>	<p><b>The special education administrator:</b></p> <p><b>Establishes yearly, monthly, weekly, and daily priorities and objectives</b></p> <p><b>Identifies and consistently prioritizes activities with the highest leverage on student achievement</b></p> <p><b>Uses time efficiently, focusing on priorities and objectives</b></p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

DOMAIN 3: Leadership and Professional Responsibilities		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
<b>3.4</b>	<b><i>Uses feedback to improve student performance</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve student performance</p>	<p><b>The special education administrator:</b></p> <p>Actively solicits feedback and help from colleagues and stakeholders</p> <p>Acts upon feedback to shape strategic priorities to be aligned to student achievement/progress</p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

## Special Education Administrator Effectiveness Rubric

### DOMAIN 3: Leadership and Professional Responsibilities

	Highly Effective(4)	Effective(3)	Needs Improvement(2)	Ineffective(1)
3.5 <i>Forges consensus for change and improvement</i>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Guides others through change and addresses resistance to that change</li> <li>Monitors the success of strategies and revises based on strengths and weaknesses</li> <li>Creates cultural changes that reflect and support building a consensus for change</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Uses effective strategies to work toward a consensus for change and improvement</li> <li>Systematically manages and monitors change processes</li> <li>Secures cooperation from key stakeholders in planning and implementing change and driving improvement</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.6	<b><i>Exhibits initiative and persistence</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <p><b>Exceeds typical expectations to accomplish ambitious goals.</b></p> <p><b>Regularly identifies, communicates, and addresses the school's most significant obstacles to student achievement.</b></p>	<p><b>The special education administrator:</b></p> <p><b>Consistently achieves expected goals.</b></p> <p><b>Takes on voluntary responsibilities that contribute to school success.</b></p> <p><b>Takes risks to support students in achieving results by identifying and frequently attempting to remove the school's most significant obstacles to student growth or achievement.</b></p> <p><b>Engages with key stakeholders at the district and state level, and within the local community to create solutions to the school's most significant obstacles to student achievement.</b></p>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p>	<p><b>The special education administrator meets few or none of the effective elements.</b></p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		<b>Highly Effective (4)</b>	<b>Effective (3)</b>	<b>Improvement Necessary (2)</b>	<b>Ineffective (1)</b>
3.7	<b>Promotes a culture of Urgency and high expectations</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Celebrates progress while maintaining a focus on continues improvement</li> <li>Incorporates community members and other partner groups into the establishment and support of high academic and behavior expectations</li> <li>Creates systems and approaches to monitor the level of academic and behavior expectations</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Emphasizes the importance of high expectations for ALL students and the imminent need for increased student achievement</li> <li>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding</li> <li>Leads a relentless pursuit of high expectations for both students and personnel</li> <li>Empowers personnel and staff to set high and demanding academic and behavior expectations for every student</li> </ul>	<p>The special education administrator meets most, but not all of the effective elements.</p> <ul style="list-style-type: none"> <li>Ensures the use of practices with proven effectiveness</li> <li>Sets clear expectations for instructional practices</li> </ul>	<p>The special education administrator meets few or none of the effective elements.</p>

## Special Education Administrator Effectiveness Rubric

### DOMAIN 3: Leadership and Professional Responsibilities

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.8	<b>Communicates professionally</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <p>To the extent possible, messages key concepts in real time.</p> <p>Trades the impact of interactions with stakeholders, revising approach and expanding scope of communications when appropriate and identifying the most appropriate channel of communicating in specific situations.</p>	<p>The special education administrator:</p> <p>Messages key concepts, such as the school's goals, needs, plans, success, and failures.</p> <p>Interacts with a variety of stakeholders, including students, families, community groups, central office, associations, etc.</p> <p>Utilizes a variety of means and approaches of communicating, such as face-to-face conversations, emails, newsletters, websites, etc.</p>	<p>The special education administrator meets most, but not all of the effective elements.</p>	<p>The special education administrator meets few or none of the effective elements.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.9	<b><i>Provides special education information, direction, and guidance for compliance purposes</i></b>	<p><b>As well as meeting all of the effective elements, the special education administrator:</b></p> <ul style="list-style-type: none"> <li>Creates effective appeals to state when appropriate.</li> <li>Plans for and implements effective change when errors have been made.</li> <li>Successfully negotiates resolutions.</li> </ul>	<p><b>The special education administrator:</b></p> <ul style="list-style-type: none"> <li>Remains current about mandates, procedures and responsibilities (including Continuous Improvement Monitoring).</li> <li>Provides accurate information on mandates, procedures and responsibilities to school leaders and other personnel.</li> </ul>	<p><b>The special education administrator meets most, but not all of the effective elements.</b></p> <ul style="list-style-type: none"> <li>Recommends appropriate course of action on program and service issues.</li> <li>Provides quality staff to support local special education programs.</li> <li>Assists schools with responses to compliance issues and the development of action plans.</li> </ul>	<p><b>The special education administrator meets few or none of the effective elements.</b></p> <ul style="list-style-type: none"> <li>Assist schools with complaints, resolutions, and due process hearings as necessary</li> </ul>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 3: Leadership and Professional Responsibilities**

		Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
3.10	<b>The executive director effectively supports all governing board functions</b>	<p>As well as meeting all of the effective elements, the special education administrator:</p> <ul style="list-style-type: none"> <li>Establishes and monitors effective strategic plan for the co-op</li> <li>Develops and streamlines systems of communication to all co-op and district administrators and special education personnel</li> <li>Takes the lead in establishing a comprehensive and coordinated professional development plan for co-op and district administrators and special education personnel</li> </ul>	<p>The special education administrator:</p> <ul style="list-style-type: none"> <li>Manages all personnel, policy elements and procedural matters and brings recommendations about these matters to the governing board</li> <li>Efficiently and effectively manages changes to facility, transportation and other operational matters</li> <li>Acts on behalf of the governing board in any matter not covered by governing board policy</li> <li>Established annual budget and maintains efficient procedures and effective controls over all financial matters</li> </ul>	<p>The special education administrator meets most, but not all of the effective few or none of the effective elements.</p>	

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 4**

**Part A: Core Professionalism**

	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
4.1 <i>Focuses on teacher collegiality and professional behavior. These behaviors are only indirectly linked to classroom strategies and behaviors; however, they make up the foundational expertise from which the preceding three domains can flourish.</i>	<p><b>The school professional:</b></p> <p>Is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school</p> <p>Displays the highest standard of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.</p>	<p><b>The school professional:</b></p> <p>Displays a high level of ethics and professionalism in dealing with both students and colleagues</p> <p>Complies fully and voluntarily with school and district regulations.</p>	<p><b>The school professional:</b></p> <p>Is honest and well intentioned in contributing to decisions in the school, but the teacher's attempts to serve students are limited</p> <p>Complies with minimal school regulations and timelines.</p>	<p><b>The school professional:</b></p> <p>Is developing a sense of ethics and professionalism and is starting to contribute to practices that serve students</p> <p>Is developing an understanding of school or district regulations and timelines.</p>

**Special Education Administrator Effectiveness Rubric**

**DOMAIN 4**

**Part B: Core Professionalism – These indicators illustrate the minimum competencies expected in any profession.**

	Meets Standard	Does Not Meet Standard	
<b>Attendance and On-Time Arrival</b>	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions. Consistent is defined as 91% attendance rate.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.  Inconsistent is defined as below 91% attendance rate.	Each area that does not meet standard yields a .25 deduction from total score.
<b>Policies and Procedures</b>	School Professional follows all local, state, and Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, and Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
<b>Respect</b>	School Professional interacts with students, colleagues, administrators, parent/families and community members in a respectful manner.	School Professional has demonstrated a pattern of failing to interact with students, colleagues, administrators, parent/families and/or community members in a respectful manner.	
<b>Ethical</b>	School Professional exhibits behavior in accordance with the established SSSMC code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established SSSMC code of conduct and/or has performed the job in an ethical manner.	