RSU5
Durham – Freeport – Pownal
Growth & Evaluation

Special Education Coordinator Professional Practice Rubrics and Evaluation Summary

Effective Date: 7.1.25

I. SPECIAL EDUCATION RESPONSIBILITIES

Special Education Coordinator:

Spec. Ed. Coor.	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet
a **Knowledge and compliance**	Demonstrates extensive knowledge of special education laws and procedures. Oversees compliance with all procedural timelines and safeguards.	Demonstrates thorough knowledge of special education laws and procedures. Ensures compliance with all procedural timelines and safeguards.	Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation; does not always follow established timelines and safeguards.	Demonstrates little or no knowledge of special education laws and procedures, and/or does not follow established procedures and guidelines.
b **Written Consent**	Consistently prepares forms for parents/guardians to sign to ensure necessary permissions are granted before testing and for releasing of information to outside agencies or individuals.	Ensures necessary permission for evaluations and for release of information to outside agencies or individuals are granted.	Sometimes ensures necessary permissions for testing, but not those for release of information.	Fails to have the necessary permissions for evaluations or release of information
c **IEP Meetings**	Is thoroughly prepared, highly organized, facilitates clear and effective communication, inclusive, resolves conflicts, adheres to legal requirements, defines clear action items with prompt follow-up, seeks and uses feedback.	Is prepared/ organized, facilitates mostly clear communication, generally inclusive, resolves most conflicts, adheres to legal requirements, defines and follows up on most action items, occasionally seeks feedback.	Is somewhat prepared/ organized, facilitates occasionally unclear communication, partially inclusive, struggles with conflict resolution, sometimes deviates from legal requirements, inconsistent follow-up, rarely seeks feedback.	Is poorly prepared, disorganized, facilitates unclear communication, not inclusive, and/or ˛fails to resolve conflicts, frequently deviates from legal requirements, lacks follow-up, does not seek feedback.
d **Responding to SAT & written referrals**	Proactively responds to referrals and guides staff in choosing the most suitable assessment procedures to address referral questions.	Responds to referrals and guides staff in choosing suitable assessment procedures to address referral questions.	Responds to referrals when pressed but may not guide staff in choosing assessment procedures to address referral questions.	Fails to respond to referrals, or makes hasty assessments of student needs.
e **Written reports**	Oversees reports for accuracy and clarity. Ensures that analyses, conclusions and recommendations are valuable.	Oversees reports for accuracy in analyses, conclusions and recommendations.	Oversees reports for accuracy, but analyses, conclusions and recommendations are not always clear or appropriate.	Does not accurately oversee reports, and analyses, conclusions and recommendations are unclear and inappropriate.

f **IEP Writing**	IEPs are comprehensive, concise, and well-written, covering all required components in detail without unnecessary information. Goals are appropriate, specific, measurable, and tailored to the student's specific needs, with clear connections to present levels of performance. IEPs reflect a deep understanding of each student's needs, fully comply with all legal requirements, and are completed and submitted on time.	IEPs cover all required components adequately, with minimal unnecessary information. Goals are appropriate and mostly tailored to the student's needs, with clear connections to present levels of performance. IEPs are mostly well-written, reflecting an understanding of each student's needs, comply with legal requirements, and are generally completed and submitted on time.	IEPs cover most required components but lack detail and include some unnecessary information and/or goals are somewhat appropriate but may lack specificity and clear connections to present levels of performance. IEPs have several errors, reflecting a basic understanding of each student's needs, have some compliance issues, and are sometimes late.	IEPs are missing several required components, filled with unnecessary information, and are poorly written and/or goals are inappropriate or not tailored to the student, lacking clear connections to present levels of performance and/or IEPs do not reflect an understanding of the student's needs, do not comply with legal requirements, and are frequently late.
g **Monitoring progress**	Guides special education teachers in comprehensively and effectively measuring progress towards IEP goals and objectives, and reconvenes the IEP Team if necessary prior to IEP expiration.	Guides special education teachers in measuring progress towards IEP goals and objectives, and provides feedback to students and parents/guardians.	Attempts to guide special education teachers in measuring progress towards IEP goals and objectives but may not be effective.	Does not guide special education teachers in measuring progress towards IEP goals or objectives.
h **Assistive technology and software**	Is highly knowledgeable about assistive technology and adept at finding resources in the area when needed. Vigilantly ensures that assistive technologies and software required by IEP are being used, maintained and monitored correctly.	Is knowledgeable about assistive technology and able to find resources in the area when needed. Often checks to see that assistive technologies and software are being used, maintained and monitored correctly.	Is aware of assistive technology, but may not be able to find resources in the area. Does not always check to see that assistive technologies and software are being used, maintained and monitored correctly.	Is unaware of assistive technology, and/or unable to find resources when needed. Does not check to see that assistive technologies and software are being used, maintained or monitored correctly.
i **Communicating with families**	Uses accessible language for parents/guardians and fosters an inclusive environment where they feel engaged and valued participants in the IEP process.	Creates an inclusive environment where parents/guardians feel actively engaged in the IEP process.	Creates an environment where parents/guardians may feel disconnected from the IEP process.	Creates an unwelcoming environment where parents/guardians do not feel included in the IEP process.
j **Progress Reporting**	Provides clear, detailed, and timely feedback to staff on student progress and the special education process, ensuring reports align accurately with IEP goals. Actively engages parents/guardians professionally, fostering collaboration and understanding.	Provides mostly clear and detailed feedback to staff, adhering to reporting timelines and generally aligning progress reports with IEP goals. Demonstrates professionalism in communication and responsiveness to parent concerns.	Feedback is somewhat clear but lacks consistency or detail. Reports may occasionally miss timelines and show inconsistencies in aligning with IEP goals. Engagement with parents/guardians is inconsistent.	Feedback lacks clarity and detail, frequently missing timelines and inaccurately reflecting student progress related to IEP goals. Poor engagement with parents/guardians leads to misunderstandings.

Overall rating: _____ Comments:

II ASSESSMENT AND MONITORING

Special Education Coordinator

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Assessment**	Involved in comprehensive assessment of the strengths and weaknesses of the special education departments in the assigned schools.	Carefully assesses the strengths and weaknesses of the special education departments in the assigned schools.	Makes a quick assessment of the strengths and weaknesses of the special education departments in the assigned schools.	Does not gather much information on the school strengths or weaknesses of the special education departments in the assigned schools.
b **Planning**	Creates a robust, research-based plan of action to address the weaknesses of the special education departments in the assigned schools.	Consults current best practices in developing short- and long-term plans to address the weaknesses of the special education departments in the assigned schools.	Develops an improvement plan with minimal consultation of current educational research to address the weaknesses of the special education departments in the assigned schools.	Does not consult current educational research to address the weaknesses of the special education departments in the assigned schools.
c **Engagement**	Challenges special education teachers by presenting the gap between current student data and vision for improvement. Gets strong staff commitment to robust, ambitious student achievement targets.	Motivates special education teachers to improve student achievement by comparing students' current achievement data to district grade-level data.	Encourages special education teachers to improve student achievement.	Urges special education teachers to improve student achievement.
d **Expectations**	Ensures that all special education teachers effectively design and implement IEP services.	Guides special education teachers towards implementing IEP services.	Sometimes redirects special education teachers who are not implementing IEP services.	Fails to respond to special education teachers who are not implementing IEP services.
e **Lesson Development**	Facilitates special education teachers in the development of well-structured lessons with challenging, measurable objectives and appropriate teaching strategies; follows up through formal and informal coaching.	Provides guidance to special education teachers to develop well-structured lessons with measurable objectives and appropriate strategies for implementation; usually follows up through formal and informal coaching.	Provides limited guidance to special education teachers to develop well-structured lessons and/or does not consistently address patterns of weak lesson development practices.	Does not share expectations for the development of well-structured lessons, or provide support to special education teachers, and/or discriminate between strong and weak lesson-planning practices.
f **Assessments**	Oversees the administration of diagnostic, formative and summative assessments that align with instructional goals to monitor student learning, and uses the results to coach teachers re: instruction.	Oversees the administration of formative and summative assessments to measure student learning, and uses the results to coach teachers re: instruction.	Oversees the administration of formative and summative assessments where special education teachers look them over to see if there is anything to be re- taught.	Oversees the administration of formative and summative assessments and moves on without planning follow-up with students.
g **Tracking progress**	Regularly measures progress, gives and takes feedback to continuously motivate colleagues to improve.	Periodically measures progress, listens to feedback to motivate colleagues to improve.	Occasionally measures progress and focuses on feedback and motivates colleagues to improve.	Is too caught up in daily crises to focus on emerging data.

h **Diverse Learners' Needs**	Expertly uses PLC meetings and observations to ensure that special education teachers know and employ effective teaching strategies and practices for diverse learners.	Uses observations to identify and share a variety of teaching strategies and practices that are effective with diverse learners.	Occasionally looks for evidence of and accurately identifies effective teaching strategies and practices during observations.	Does not look for evidence of and/or cannot accurately identify more than a few effective teaching strategies and practices during observations.
i **Data-informed Decision-making**	Uses multiple sources of evidence related to student learning to: lead educator teams; inform school and district short- and long-term goals; and improve organizational performance, educator effectiveness, and student learning	Uses multiple sources of evidence to inform educator effectiveness, and student learning.	May identify multiple sources of student learning data but does not lead to improved performance and/or analysis of the data is sometimes inaccurate.	Does not analyze student data and/or does not analyze the data accurately.

Overall rating: _____ Comments:

III. COMMUNICATION AND CULTURE

Special Education Coordinator

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Communication**	Successfully and skillfully communicates with all school staff using a variety of channels (face-to-face, email, written).	Uses a variety of means to effectively communicate with school staff.	Has limited communication and is not aware of effective ways to communicate with school staff.	Is not an effective communicator with most school staff.
b **Consensus Building**	Employs a variety of strategies to build consensus successfully within the school community around critical school decisions while encouraging dialogue and different points of view.	Employs a variety of strategies to build consensus successfully within the school community.	Employs a limited number of strategies to build consensus within the school community, with varying degrees of success.	Does not attempt to build consensus within the school community, or attempts at consensus-building around critical school decisions are unsuccessful.
c **Outreach**	Frequently solicits and uses feedback and help from special education staff, students, parents/guardians, and colleagues.	Regularly reaches out to special education staff, students, parents/guardians, and colleagues for feedback and help.	Occasionally asks special education staff, students, parents/guardians, or colleagues for feedback.	Rarely or never reaches out to others for feedback or help.
d **Planning**	Plans for the year, month, week, and day to allow proactive prioritizing and attainment of short- and long-term goals and demands.	Plans for the year, month, week, and day, attending to the highest priority items.	Has a plan to accomplish tasks but is often distracted from them.	Does not have a plan to accomplish tasks.

e **Follow-Up**	Has a highly effective system for recording key information, remembering, prioritizing, and following up.	Has an effective system for recording key information, remembering, and following up.	Has a system for recording key information, but sometimes doesn't follow up.	Does not have a system for recording key information and rarely follow up.
f **Efficiency**	Manages quickly and decisively the highest-priority electronic communication and paperwork and delegates appropriately.	Effectively manages electronic communication, paperwork, and responsibilities.	Strives to manage electronic communication, paperwork, and responsibilities but often falls behind.	Does not effectively manage electronic communication, paperwork, and responsibilities.
g **Delegation**	Delegates appropriate tasks to staff members and follows up with guidance to ensure that tasks are implemented.	Delegates appropriate tasks to staff members and supports progress.	Sometimes delegates tasks that should be done by others.	Does not delegate tasks that should be done by others.
h **Meetings**	Successfully ensures that all IEP teams meet within timeframes and use time productively.	Ensures that IEP teams meet within timeframes and use time productively.	Ensures that IEP teams meet within timeframes but the time is not used productively.	Does not ensure that IEP meets within timeframes and is not used productively.

Overall rating: _____ Comments:

IV. FAMILY & COMMUNITY OUTREACH

Special Education Coordinator:

	4 **Highly Effective**	**3** **Effective**	**2** **Improvement Needed**	**1** **Does Not Meet Standards**
a **Relationships with parents/guardians**	Shows respect, empathy and fairness to parents/guardians diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most parents/guardians.	Is fair and respectful towards most students and builds positive relationships with some parents/guardians.	Can be unfair and disrespectful to parents/guardians; plays favorites.
b **Openness**	Welcomes and respects families of all. Responds to concerns, and gets a number of families actively involved in the school.	Makes parents/guardians feel welcome, listens to their concerns, and tries to get families involved.	Reaches out to parents/guardians and tries to understand their perspective.	Makes little effort to reach out to families and is defensive when parents/guardians express concerns.
c **Communicating with families**	Ensures that special education teachers promptly and frequently inform all parents/guardians, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Encourages special education teachers to update parents/guardians on good news and promptly informs parents/guardians of behavior and learning problems; attempts to contact hard-to-reach parents/guardians.	Asks special special education teachers to send home updates to parents/guardians about behavior and learning problems, but rarely mentions positive news.	Does not expect special education teachers to contact parents/guardians with news about students.

d **Learning Expectations**	Ensures that special education teachers engage in communication with parents/guardians about learning expectations and ways they can support student learning.	Encourages special education teachers to engage in ongoing communication with parents/guardians about learning expectations and specific ways they can support student learning.	Asks special education teachers to send home information about learning expectations.	Does not expect special education teachers to send home the school's learning expectations.

Overall rating: _____ Comments:

V. PROFESSIONAL RESPONSIBILITIES

Special Education Coordinator:

	4 Highly Effective	3 Effective	2 Improvement Needed	1 Does Not Meet Standards
a **Reliability**	Carries out paperwork, duties, and assignments conscientiously and thoroughly; prioritizes tasks; keeps meticulous records and meets all deadlines.	Is punctual and reliable with paperwork, duties, and assignments; prioritizes tasks; and keeps accurate records.	Occasionally skips or is late with paperwork, duties, and/or assignments; sometimes makes errors in records.	Frequently skips or is late with paperwork, duties, and assignments; frequently makes errors in records.
b **Professionalism**	Always maintains appropriate boundaries and consistently demonstrates professional demeanor in speech, writing, actions and appearance.	Maintains appropriate boundaries and usually demonstrates professional demeanor in speech, writing, actions and appearance.	Inconsistently maintains appropriate boundaries and occasionally demonstrates professional demeanor in speech, writing,actions and appearance.	Rarely maintain appropriate boundaries; rarely demonstrates professional demeanor in speech, writing,actions and appearance
c **Judgment**	Is invariably ethical, honest and transparent, consistently uses good judgment, respects confidentiality, and effectively utilizes established channels of communication to address situations and holds others to the same standard.	Is ethical and transparent, uses good judgment, maintains confidentiality with student information and utilizes established channels of communication to address situations.	Occasionally acts in an ethically questionable manner, uses questionable judgment, discloses confidential student information and/or inconsistently uses established channels of communication to address situations.	Acts in an ethically questionable manner, uses poor judgment, discloses confidential student information, and/or fails to respect established channels of communication.
d **Contributions to the School Community**	Proactively anticipates, demonstrates and cultivates in others a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Consistently demonstrates a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	At times will demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.	Does not demonstrate a sense of shared responsibility for meeting the day-to-day and long-term needs of the school community and supporting school and district initiatives.
e **Leadership**	Consistently contributes voice, expertise and practices to actively influence and improve student learning and growth, and fosters a culture of collective efficacy.	Regularly contributes voice, expertise and practices to actively influence and improve student learning and growth.	Occasionally contributes voice, expertise and practices to influence and improve student learning and growth.	Rarely or does not contribute voice, expertise and practices to influence and improve student learning and growth.

f **Openness**	Actively seeks out feedback and suggestions from a variety of stakeholders and consistently uses feedback to improve performance.	Is open to feedback and suggestions from a variety of stakeholders and acts upon feedback to improve performance	Is sometimes resistant to accepting feedback and/or changing classroom practice.	Is often resistant to accepting feedback and/or changing classroom practice.
g **Collaboration**	Actively seeks out collaboration with colleagues to plan, share ideas, and analyze data.	Collaborates with colleagues to plan, share ideas, and analyze data.	Occasionally collaborates with colleagues to share ideas.	Rarely collaborates with colleagues to share ideas.
h **Professional Development**	Actively seeks out opportunities for professional development and effectively applies new learning to practice.	Participates in professional development opportunities and applies new learning to practice.	Participates only in required professional development activities and/or inconsistently applies new learning to practice.	Does not participate in professional development activities and/or does not apply learning to improve practice.
i **Reflecting on Practice**	Consistently, accurately and objectively participates in the cycle of reflection, noting specific strengths and areas for growth. Identifies and follows through with next steps for professional growth to impact student outcomes.	Accurately and objectively reflects on practice, noting strengths and areas for growth. Identifies next steps for professional growth to impact student outcomes.	Reflects on some aspects of practice, noting strengths or areas for growth. Inconsistently make adjustments based on reflection.	Rarely reflects on practice or reflections are inaccurate.

Overall rating: _____ Comments:

Evaluation Summary Page

Special Ed Coordinator's Name: _____ School Year: _____

School: _____ Evaluator: _____

RATINGS ON INDIVIDUAL RUBRICS:

I. Special Education Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

II. Analysis and Follow-Up

Highly Effective Effective Improvement Needed Does Not Meet Standards

III. Communication and Culture

Highly Effective Effective Improvement Needed Does Not Meet Standards

IV. Family and Community Outreach

Highly Effective Effective Improvement Needed Does Not Meet Standards

V. Professional Responsibilities

Highly Effective Effective Improvement Needed Does Not Meet Standards

Professional Practice Overall Rating
Highly Effective (4) Effective (3) Improvement Necessary (2) Does Not Meet Standards (1)

Professional practice overall rating: _____

Student Growth:

Student Growth Discussion reflected in educator e-portfolio: Yes No

Goal Setting will include student growth component: Required Optional

Evaluator comments including goal progress:

Special Ed Coordinator's Comments:

Evaluator's Signature: _____ Date: _____

Special Ed Coordinator's Signature: _____ Date: _____

(The Special Ed Coordinator's signature indicates that they have seen and discussed the evaluation; it does not necessarily denote agreement with the report.)