

EES 2021-2022

Rubric for Evaluating and Enhancing Professional
Practice:

Special Education Administrators



SPECIAL EDUCATION ADMINISTRATORS EFFECTIVENESS RUBRIC

DOMAIN 1: PURPOSEFUL PLANNING and PREPARATION						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective	N/A
Recruits, Hires and Retains Quality Employees	1.1	<p>Monitors the effectiveness of the recruiting, hiring and retention systems and approaches and suggests changes when needed</p> <p>Demonstrates the ability to think creatively and adopt new methods for recruiting when necessary</p>	<p>Consistently determines and uses a candidate's 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>Inconsistently uses established procedures for recruiting and hiring staff</p> <p>Does not always actively or urgently pursue filling vacancies</p>	<p>Does not follow established procedures for recruiting and hiring staff</p> <p>Does not actively or urgently pursue filling vacancies</p>	
Effectively Carries out Personnel Evaluation Procedures	1.2	<p>Monitors the use of time and/or evaluation procedures to consistently improve the evaluation process</p>	<p>Manages time and/or resources necessary to ensure the accurate evaluation of every subordinate</p>	<p>Evaluation procedures are not systematic or timely, and vary from the co-op evaluation plan</p> <p>Evaluations do not differentiate the performance of personnel</p>	<p>Evaluations are incomplete, inaccurate and/or do not reflect staff performance</p>	

			<p>Visits all personnel with sufficient frequency to accurately assess performance</p> <p>Provides prompt and actionable feedback to personnel aimed at improving student outcomes based on observations and student performance data</p> <p>Uses evaluations to credibly differentiate the performance of personnel</p> <p>Follows processes and procedures outlined in the corporation evaluation plan for all staff members</p>	Evaluations across personnel are skewed toward the positive or negative extremes		
Provides Meaningful Professional Development for Co-op and District Personnel	1.3	<p>Creates learning opportunities in which highly effective personnel support their peers</p> <p>Monitors the impact of implemented learning opportunities on staff effectiveness</p> <p>Efficiently and creatively orchestrates professional learning opportunities in order to maximize time and resources</p>	<p>Provides learning opportunities to personnel aligned to professional needs and the strategic plan</p> <p>Provides differentiated learning opportunities (ex: instructional coaching, workshops, team meetings, etc.) to personnel based on evaluation results</p>	<p>Misses the opportunity to provide professional development to staff</p> <p>Does not vary the format of learning opportunities to personnel.</p>	Meaningful staff development opportunities are non systematic or lacking in identified areas of need	
Provides Leadership for Talent Development	1.4	<p>Encourages and supports Personnel leadership and progression on career ladders</p> <p>Systematically provides opportunities for emerging leaders to distinguish themselves</p> <p>Recognizes and celebrates emerging leaders</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 limited opportunities for potential leaders to develop</p> <p>Promotes leadership opportunities for personnel who do not demonstrate leadership potential</p>	<p>Does not seek out or recognize potential leadership or talent of personnel</p> <p>Creates unnecessary barriers to talent development</p>	

<p>Delegates Responsibilities to Assist in the Effective Operation of the Organization</p>	<p>1.5</p>	<p>Encourages and supports staff members to seek out additional responsibilities and growth opportunities</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 and performance</p> <p>Monitors the progress toward success of those to whom delegations have been made</p> <p>Provides support to staff members as needed</p>	<p>Sometimes over- or under-delegates responsibilities to staff</p>	<p>Abrogates responsibilities through inappropriate delegation.</p>	
<p>Strategically Assigns Personnel</p>	<p>1.6</p>	<p>Considers all of the stakeholders that may be affected by the decision and considers the consequences for each assignment decision</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</p> <p>Implements a system for accurately projecting caseloads/workloads for hiring and assignment purposes</p> <p>Always considers the best interest of the students, the co-op and local districts when making staff assignments</p> <p>Reacts promptly when assignment changes are needed</p> <p>Notifies appropriate personnel of staff assignment changes</p>	<p>Assignment of staff sometimes occurs without regard to staff qualifications, nature of the position, or best interest of the co-op or local district</p> <p>Does not promptly address assignment issues that may require a change</p> <p>Overlooks some of the co-op and district personnel in the notification on staff assignments</p>	<p>Assignment of personnel creates unnecessary difficulties for the co-op or districts</p> <p>Rarely addresses problems created by inappropriate assignments</p> <p>Rarely notifies appropriate district and co-op personnel regarding changes of assignment</p>	

Addresses Personnel Who are in Need of Improvement or are Ineffective	1.7	Stays in frequent communication with personnel on remediation plans to ensure necessary support Tracks remediation plans in order to inform future decisions about effectiveness of certain supports	Develops remediation plans with personnel rated as ineffective or in need of improvement Monitors the success of remediation plans Follows statutory and contractual language in counseling out or recommending for dismissal ineffective personnel Communicates professionalism concerns with personnel as they arise and prior to final evaluation	Does not address all areas of staff performance where improvement is needed Remediation progress is insufficiently monitored Does not always follow statutory and contractual language when counseling out or recommending dismissal	Fails to address staff performance issues when improvement is needed Does not monitor progress on remediation plans Ignores statutory and contractual language when counseling out or recommending dismissal	
Establishes Culture of Collaboration	1.8	Monitors collaborative efforts to ensure a constant focus on student learning Tracks best collaborative practices to solve specific challenges Holds collaborating teams accountable for their results	Establishes a culture of collaboration with a focus on student learning and achievement Encourages teamwork, reflection, conversation, sharing, openness, and collective problem solving Establishes and provides for ongoing collaboration across special education programs/areas/corporations Aligns collaborative efforts to the co-op's vision/mission	Expects cooperation without sufficient attention to collaboration Fails to capitalize on some opportunities for collaboration	Failure to engage in collaborative activities results in dissatisfaction of stakeholders Failure to engage in collaborative activities inhibits achievement of district or co-operative goals	
DOMAIN 2: EFFECTIVE INSTRUCTION, TREATMENT AND/OR INSTRUCTIONAL SUPPORT						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Supports Personnel in Establishing Student Learning Objectives (SLO)	2.1	Ensures SLOs are linked to content standards, program goals or the strategic plan Revisits the use and design of data tracking tools	Collaborates with personnel to identify skills to be assessed with measurable outcomes Collaborates with personnel to develop/select assessments to evaluate overall student progress	Provides limited guidance on establishing effective SLOs Some SLOs developed with staff lack measurability and/or rigor	Provides inappropriate guidance in the development of SLOs SLOs developed with staff lack key elements of effective SLOs	

		Leads staff in the use of SLO data to improve services to students	Requires personnel to assess baseline performance to drive the development of SLOs that appropriately take students' starting points into account Systematically works with personnel to monitor and revisit SLOs throughout year as necessary			
Promotes Effective Use of Service Delivery Time	2.2	Systematically monitors the use of work time to create innovative opportunities for increased professional effectiveness	Monitors service delivery schedules to maximize effort focused on instructing and/or supporting students Ensures efficient service delivery by observing staff and providing recommendations for improvement	Sometimes fails to monitor service delivery schedules Sometimes service delivery recommendations are not made when inefficiency occurs	Service delivery schedules are not monitored or recommendations are not provided to improve efficient use of time	
Ensures Staff Maintains a Climate of High Expectations	2.3	Creates systems to monitor the progress toward rigorous performance goals, ensuring wins are celebrated when goals are met and new goals reflect achievements	Promotes the development of ambitious IEP goals for all students Monitors the implementation of service delivery to ensure ambitious IEP goals are reflected in practice	Sometimes accepts IEP goals that lack rigor or do not reflect significant educational benefit Does not always monitor or encourage practice that reflects ambitious IEP goals	Does not monitor IEP goal development and/or accepts goals lacking in rigor Does not recognize what constitutes effective professional practice	
Promotes Comprehensive Data Usage to Develop IEP	2.4	Analyzes data with personnel to drive instruction and evaluate performance quality Orchestrates frequent and timely review of data analysis Data used as basis of decision making is transparent and communicated to all stakeholders	Supports staff in analyzing data for IEP goal development Ensures that IEP goals are objectively stated and measurable Leads staff in implementing appropriate progress monitoring procedures Guides staff in using progress monitoring data to adjust student goals and/or service delivery	Promotes data usage in some areas of IEP development, but not others	Does not communicate to staff the importance of comprehensive data usage in IEP development	

DOMAIN 3: LEADERSHIP AND PROFESSIONAL RESPONSIBILITIES						
Competencies		Highly Effective (4)	Effective (3)	Needs Improvement (2)	Ineffective (1)	N/A
Creates and Supports the Mission and Vision of the Organization	3.1	<p>Cultivates stakeholder’s commitment to, and ownership of, the co-op’s vision and/or mission and strategic plan</p> <p>Frequently revisits, evaluates and recommends adjustments to the strategic plan based on current research and evidence based practice</p> <p>Monitors and measures progress toward the co-op’s vision and/or mission</p>	<p>Assists in creating a strategic plan aligned with the vision and mission of the co-op</p> <p>Actions are consistent with the strategic plan</p> <p>Monitors and carries out responsibilities identified in the strategic plan in a timely manner</p>	<p>Provides minimal input into creating the strategic plan</p> <p>Sometimes does not relate specific actions to the strategic plan</p> <p>Is dilatory in actions related to the strategic plan</p>	<p>Fails to consider the strategic plan or takes actions contrary to the strategic plan</p>	
Exhibits Professionalism	3.2	<p>Creates mechanisms, systems, and/or incentives to motivate subordinates to display professional, ethical, and respectful behavior at all times</p>	<p>Models professional, ethical, and respectful behavior</p> <p>Communicates expectations for professional conduct to all personnel and follows up with disciplinary action as needed</p> <p>Upholds all of the policies and procedures of the assigned school corp. and the co-op</p> <p>Interpersonal conduct with subordinates, colleagues, parents or community is supportive, cordial, collaborative and respectful</p>	<p>Is not explicit regarding expectations for professional conduct of subordinates</p> <p>Does not actively promote policies and procedures of the assign school corp and co-op</p> <p>Interactions with subordinates, colleagues, parents or the community are sometimes less than cordial, collaborative and respectful</p>	<p>Alienates stakeholders through non-professional conduct</p> <p>Subverts policies and procedures of the assigned school corp and co-op</p>	

Uses Feedback to Improve Work Performance	3.3	<p>Monitors progress toward established yearly, monthly, weekly, and daily priorities and objectives</p> <p>Monitors and evaluates time management efficiency and adjusts accordingly</p>	<p>Establishes yearly, monthly, weekly, and daily priorities and objectives</p> <p>Identifies and consistently prioritizes activities with emphasis on student achievement</p> <p>Uses time efficiently, focusing on priorities and objectives</p> <p>Accomplishes tasks in a timely manner</p>	<p>Completes some tasks in an inefficient manner due to poor time management</p> <p>Spends excessive time on low priority objectives</p> <p>Occasionally tasks are not completed in a timely manner</p>	<p>Fails to achieve priorities and objectives due to disorganized approach to time management</p> <p>Tasks are not completed in a timely manner</p>	
Uses Feedback to Improve Work Performance	3.4	<p>Develops and implements systems and mechanisms that generate feedback and advice from students, teachers, parents, key community members, and other stakeholders to improve work performance</p> <p>Establishes “feedback loops” in which those who provide feedback are kept informed of actions taken based on that feedback</p>	<p>Identifies the most efficient means through which feedback can be generated</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>Sometimes fails to solicit feedback and help from colleagues and stakeholders when appropriate</p> <p>Sometimes acts without consideration of, or contrary to stakeholder feedback</p>	<p>Does not utilize feedback to inform actions</p>	
Forges Consensus for Change and Improvement	3.5	<p>Guides others through change and addresses resistance to that change</p> <p>Monitors the success of strategies and revises based on strengths and weaknesses</p> <p>Creates a positive climate that supports building a consensus for change</p>	<p>Uses effective strategies to work toward a consensus for change and improvement</p> <p>Systematically manages and monitors change processes</p> <p>Secures cooperation from key stakeholders in planning and implementing change and driving improvement</p>	<p>Sometimes fails to apply appropriate consensus building strategies</p> <p>Consensus building is nonsystematic and/or excludes essential stakeholders</p>	<p>Does not utilize consensus as a critical correlate of goal achievement</p>	

Exhibits Initiative and Persistence	3.6	<p>Exceeds typical expectations to accomplish ambitious goals</p> <p>Regularly identifies, communicates, and addresses the most significant obstacles to student/program success</p> <p>Engages with key stakeholders at the district and state level, and within the local community to create solutions to the most significant obstacles to student/program achievement</p>	<p>Consistently achieves expected goals</p> <p>Takes on voluntary responsibilities that contribute to co-op/ district/ program/student success</p> <p>Takes risks to support students and staff by identifying and frequently attempting to remove the most significant obstacles</p> <p>Seeks out potential partnerships with groups and organizations with the intent of addressing student/program needs</p>	<p>Does not achieve all goals as expected</p> <p>Often fails to volunteer for appropriate responsibilities</p> <p>At times, unwilling to take risks to support students and staff</p> <p>Does not seek out potential partnerships for addressing student/program needs</p>	<p>Gives up on legitimate goals in the face of resistance</p> <p>Does not take initiative to identify problems or investigate effective solutions</p>	
Promotes a Climate of Urgency and High Expectations	3.7	<p>Celebrates progress while maintaining a focus on continued improvement</p> <p>Incorporates local district personnel, community members and other partner groups (as appropriate) toward the establishment and support of high academic and behavioral expectations</p> <p>Creates systems and approaches to monitor progress on goals and initiatives</p>	<p>Leads a persistent pursuit of high expectations for both students and personnel</p> <p>Aligns the efforts of students, parents, personnel, and other stakeholders to this shared understanding</p> <p>Encourages personnel to set high and demanding academic and behavior expectations for every student</p> <p>Encourages staff to grow professionally and utilize newly learned information with proven effectiveness</p> <p>Sets clear expectations for effective practice</p>	<p>Does not clearly communicate to stakeholders and staff the importance of setting high expectations for student achievement</p> <p>Does not always expect staff to grow professionally and utilize newly learned information</p>	<p>Maintains status quo without considering or promoting positive change options</p> <p>Accepts unambitious results</p> <p>Places obstacles in the path of professional growth of staff</p>	

<p>Communicates Professionally</p>	<p>3.8</p>	<p>Utilizes a variety of effective approaches to communicate, such as face-to-face conversations, emails, newsletters, websites, etc.</p>	<p>Conveys key information clearly, concisely, and in a timely manner to all appropriate stakeholders</p> <p>Reflects on communication and adjusts approach based on specific situations</p> <p>Interacts with all stakeholders, including students, families, community groups, central office, associations, in a respectful and collaborative manner</p> <p>Communicates verbally and in writing in a manner consistent with professional standards of the administrative position</p>	<p>Does not consistently communicate information and key concepts to all appropriate stakeholders in a clear, concise and timely manner</p> <p>Verbal and written communication is not always consistent with professional standards of the administrative position</p>	<p>Verbal and written communication is ineffective, confusing and/or unprofessional in its content</p>	
<p>Provides Special Education Information, Direction and Guidance for Compliance Purposes</p>	<p>3.9</p>	<p>Develops and plans for systematic change that aligns with federal and state compliance indicators</p> <p>Monitors court cases and due process decisions that impact special education practice, and then recommends adjustments as necessary</p>	<p>Remains current about legal mandates, procedures and responsibilities (including Continuous Improvement Monitoring)</p> <p>Provides accurate compliance data to the districts and assists districts in creating CIM appeals</p> <p>Communicates current and accurate information regarding legal mandates, procedures and responsibilities to school leaders and other personnel in a timely manner</p> <p>Identifies practices which lead to federal and state compliance, and recommends appropriate course of action</p> <p>Provides effective guidance to schools to respond to and resolve complaints, mediations, and due process hearing requests</p>	<p>Does not always seek out current information regarding legal mandates and appropriate procedures</p> <p>Data and other information provided to districts do not fully or accurately address compliance issues</p> <p>Provides minimal support to districts for avoiding or resolving complaints, mediations or due process hearings</p>	<p>Fails to adhere to appropriate legal standards, practices and procedures</p> <p>Fails to support districts to avoid or to resolve complaints, mediations or due process hearing requests</p>	

<p>Effectively Supports the Executive Director and the Governing Board</p>	<p>3.10</p>	<p>Anticipates concerns, interests or needs of the Executive Director and/or Governing Board, and prepares to address these issues</p> <p>Proactively offers sound guidance and support to Executive Director and/or Governing Board</p>	<p>Manages personnel, policy and procedural matters and brings recommendations about these matters to the Executive Director</p> <p>Supports and implements decisions of the Executive Director and/or Governing Board</p> <p>Recommends to Executive Director an annual budget, and monitors financial matters</p> <p>Informs Governing Board of relevant issues, in an objective, data based, and concise manner</p> <p>Informs the Executive Director of important events in a timely and confidential manner</p> <p>Executes directives of the Governing Board and the Executive Director effectively and in a timely manner</p>	<p>Some personnel, policy and/or procedural matters are not managed when necessary</p> <p>Some decisions do not reflect the legitimate and expressed authority of the Executive Director and/or the Governing Board</p> <p>Budget does not realistically or accurately reflect projected needs of supervised programs or personnel</p> <p>Does not always convey relevant information to the Executive Director or Governing Board in a concise, accurate and timely manner</p>	<p>Undermines the authority of the Executive Director and/or the Governing Board</p> <p>Fails to manage financial responsibilities</p> <p>Fails to inform Governing Board and Executive Director of relevant information in a timely or concise manner</p>	
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DOMAIN 4: CORE PROFESSIONALISM - These indicators illustrate the minimum competencies expected in any profession.

	Indicator	Meets Standard	Does Not Meet Standard	If one or more indicator(s) does not meet standard, a -1.0 deduction is taken from the total score. (CHECK)
1	Attendance & On-Time Arrival	School Professional has demonstrated a pattern of consistent attendance and on-time arrivals and departures to work and all related functions.	School Professional has demonstrated a pattern of unexcused or inconsistent attendance and on-time arrivals and departures to work and all related functions.	
2	Policies and Procedures	School Professional follows all local, state, & Federal laws related to school and the community and follows all locally established policies and procedures.	School Professional has not followed all local, state, & Federal laws either related to school or the community and/or has demonstrated a pattern of failing to follow locally established policies and procedures.	
3	Respect	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.	
4	Ethical	School Professional exhibits behavior in accordance with the established EES code of conduct and performs the function of the job in an ethical manner.	School Professional exhibits behavior contrary to the established EES code of conduct and/or has not performed the job in an ethical manner.	