Westwood Public Schools
Growth & Evaluation

Special Education Department Head
Professional Practice Rubric 2019-2022

I. SPECIAL EDUCATION SERVICES (DESE I)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Knowledge & 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	Prepares forms for parents 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. TEAM Meetings	Effectively facilitates Team meetings that foster input from all constituents in an effort to meet consensus.	Facilitates Team meetings that gather input from constituents to form consensus.	Facilitates Team meetings that may not gather input from all constituents; is partially successful in attempts to form consensus.	Facilitates Team meetings that do not gather input from all constituents; is unsuccessful in attempts to form consensus.
d. Responding to CST & Team 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 supervise assessments of student needs.	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	Ensures IEPs are thorough yet concise, well written and include appropriate goals and benchmarks that uniquely address student needs.	Ensures IEPs are thorough, well written and include appropriate goals and benchmarks.	Does not always ensure thorough or well-written IEPs, and IEPs may be unnecessarily long or somewhat appropriate.	Does not ensure thorough or well- written IEPs, and IEPs are not thorough, poorly written and may include inappropriate recommendations.
g. Monitoring progress	Guides special education teachers in comprehensively and effectively measuring progress towards IEP goals and objectives, and reconvenes the 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.	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.

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
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 a language parents can understand and creates an inviting environment in which parents feel they are active participants in the IEP process.	Creates a welcoming environment in which parents feel they are participants in the IEP process.	Creates an environment in which parents may not feel they are participants in the IEP process.	Creates a hostile environment in which parents do not feel they are participants in the IEP process.
j. Reporting	Communicates detailed and helpful feedback to parents about student progress towards IEP goal attainment through Team meetings and informal conversations.	Communicates helpful feedback to parents about student progress towards IEP goal attainment through Team meetings and informal conversations.	Utilizes only Team meetings to communicate feedback to parents about student progress towards IEP goal attainment.	Conducts Team meetings as required, but does not communicate effectively to parents about student progress towards IEP goal attainment.

II. CURRICULUM, ANALYSIS OF STUDENT WORK & FOLLOW-UP (DESE I)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Diagnosis	Involves stakeholders in comprehensive diagnosis of the district-wide department strengths and weaknesses.	Carefully assesses the district-wide department strengths and weaknesses.	Makes a quick assessment of the district-wide department strengths and weaknesses.	Does not gather much information on the district-wide department strengths or weaknesses.
b. Planning	Creates a robust, research-based plan of action for improving achievement that focuses on areas of diagnosed department weakness.	Consults current best practices in developing short- and long-term plans to address diagnosed department weaknesses.	Develops an improvement plan without consulting current educational research.	Expresses disappointment about students' low achievement and shows fatalism about bringing about significant change.
c. Engage-ment	Challenges special education teachers by presenting the gap between current student data and vision for improvement. Gets strong staff commitment to bold, ambitious student achievement targets.	Motivates special education teachers to improve student performance at all levels by comparing students' current achievement with high expectations for improvement.	Expresses confidence to special education teachers that student achievement will improve each year through hard work.	Takes one year at a time, urging special education teachers to improve their students' achievement.
d. Expecta-tions	Ensures that all special education teachers effectively design and implement curriculum based on the Massachusetts Frameworks.	Guides special education teachers towards design and implementation of curriculum based on the Massachusetts Frameworks.	Is sometimes ineffective in redirecting special education teachers who are not meeting requirements.	Fails to respond to special education teachers who deviate from requirements.
e. Curricu-lum develop-ment	Encourages and supports the development of high quality curriculum that is tailored to meet individual students' needs.	Encourages the development of curriculum that is tailored to meet individual students' needs.	Reviews and revises curriculum occasionally but does not do so with individual students' needs in mind.	Does not support ongoing curriculum review and development.
f. Lesson Develop-ment	Facilitates special education educators in the development of well-structured lessons with challenging, measurable objectives and appropriate teaching strategies; follows up through formal and informal observations.	Provides guidance to special education educators on developing, well-structured lessons with measurable objectives and appropriate strategies for implementation; usually follows up through formal and informal observations.	Provides limited direction to special education educators on how 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, provide support to special education educators, and/or discriminate between strong and weak lesson-planning practices.

	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**
g. Assess-ments	Oversees the administration of diagnostic, formative and summative assessments that align with instructional goals to monitor student learning, and uses the results to modify instruction.	Oversees the administration of formative and summative assessments to measure student learning, and uses the results adjust instruction.	Oversees the administration of summative assessments where special education teachers look them over to see if there is anything to be re-taught.	Oversees the administration of summative assessments and moves on without planning follow-up with students.
h. Tracking progress	Regularly tracks progress, gives and takes feedback and continuously improves performance.	Periodically measures progress, listens to feedback and adjusts the department/school goals.	Occasionally focuses on key data points and prods colleagues to improve.	Is too caught up in daily crises to focus on emerging data.
i. Diverse Learners' Needs	Expertly uses teacher team 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.
k. 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.

III. SUPERVISION, EVALUATION & PROFESSIONAL DEVELOPMENT (DESE I)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. **Ideas**	Reads and shares research and fosters an on-going, school-wide discussion of best practices.	Ensures that the special education staff has access to professional literature and constantly explores best practices.	Occasionally passes along interesting articles and ideas about best practices to colleagues.	Rarely reads professional literature or discusses best practices.
b. **Professional Development**	Orchestrates a range of high-quality professional development and training opportunities including: early release time, mentoring, workshops, school visits, and other professional learning to engage staff and improve instruction.	Organizes aligned, ongoing professional development and training opportunities that meet staff needs and improve instruction.	Provides minimal staff development and training opportunities that rarely engage staff or improve instruction.	Rarely provides staff training opportunities, leaving special education teachers mostly on their own in terms of professional development.
c. **Faculty Meetings**	Uses department/school meetings effectively and efficiently to further school and or district goals.	Uses department/school meetings to focus on school or district goals.	Uses department/school meetings primarily to announce decisions and clarify policies.	Rarely convenes department/school members and/or uses meetings for one-way lectures on policies.
d. **Criticism**	Effectively engages in difficult conversations when necessary; provides redirection and support to promote growth, and fosters a culture of constructive feedback.	Provides guidance and support to special education teachers.	Does not provide meaningful help to improve their performance.	Does not provide feedback to special education teachers.
e. **Personnel Management**	Recruits, hires, and supports highly effective special education teachers who share the school's vision. Effectively counsels out or dismisses ineffective special education teachers, following contractual requirements.	Recruits and hires effective special education teachers. Works to dismiss ineffective special education teachers.	Recruits, hires, and retains special education teachers who may be ineffective.	Makes poor choices in hiring and retention.
f. **Non-PTS**	Plays a major role in effectively orienting new special education teachers to the expectations of the district and school. Effectively supervises and appropriately fosters growth in new special education teachers through full classroom observations, meetings, and written feedback.	Works to orient new special education faculty members to the expectations of the school. Effectively supervises new special education teachers through full classroom observations, meetings, and written feedback.	Does the minimum introducing new special education faculty members to the expectations of the school. Somewhat supervises new special education teachers through full classroom observations, meetings, and written feedback.	Does not orient new special education faculty members to the expectations of the school. Ineffectively supervises new special education teachers through full classroom observations, meetings, and written feedback.

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
g. **Evaluation System Management**	Ensures integrity of evaluation system by meeting or exceeding deadlines and using the evaluation system to expertly guide special education teachers in their growth.	Executes evaluation system by meeting deadlines and using the correct forms; guides special education teachers in their growth.	Does not always follow evaluation procedures or meet deadlines. May not foster teacher growth.	Does not follow evaluation procedures or meet deadlines. Does not foster teacher growth.
h. **Educator Goals**	Supports and encourage special education educators and/or educator teams to develop and attain challenging, meaningful, actionable, and measurable professional practice and student learning goals.	Supports special education educators and/or educator teams to develop and attain meaningful, actionable, and measurable professional practice and student learning goals.	Supports special education educators and/or educator teams to develop professional practice and student learning goals but does not consistently review them for quality and/or monitor progress.	Does not support special education educators to develop professional practice and/or student learning goals, review the goals for quality, and/or support educators in attaining goals.
i. **Mini-Observa-tions and Feedback**	Makes visits to classrooms routinely and provides targeted constructive feedback within 24 hours.	Makes frequent visits to classrooms and provides targeted constructive feedback to all educators.	Makes infrequent visits to classrooms, and/or rarely provides feedback that is specific and constructive.	Does not complete mini-observation cycle and/or does not provide timely or constructive feedback.
j. **Ratings**	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning. Ensures that educators understand in detail why they received their ratings and provides effective support to colleagues throughout this practice including suggestions for improvement.	Exercises sound and reliable judgment in assigning ratings for performance, goal attainment, and impact on student learning and ensures that educators understand why they received their ratings.	Assigns ratings for performance, goal attainment, and impact on student learning in a way that is not consistently transparent to educators.	Assigns ratings for performance, goal attainment, and impact on student learning without collecting and analyzing sufficient and/or appropriate data, or does not assign ratings for some educators.
k. **Alignment Review**	Consistently analyzes alignment between judgment about practice and student learning data and makes informed decisions about educator support and evaluation based upon this review; provides effective support to colleagues throughout this practice.	Reviews alignment between judgment about practice and student learning data and makes decisions about educator support and evaluation based upon this review.	Occasionally reviews alignment between judgment about practice and student learning data.	Does not review alignment between judgment about practice and data about student learning when evaluating and rating educators.

IV. PRIORITY MANAGEMENT, COMMUNICATION & CULTURE (DESE II)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. **Communication**	Successfully and skillfully communicates goals to all constituencies using a variety of channels (e.g., face-to-face, newsletters, websites).	Uses a variety of means to communicate goals to most stakeholders.	Has a limited communication repertoire and some key stakeholders are not aware of school goals.	Is not an effective communicator, and most constituencies are often left guessing about policies and direction.
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 around critical school decisions.	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, and colleagues.	Regularly reaches out to special education staff, students, parents, and colleagues for feedback and help.	Occasionally asks special education staff, students, parents, 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.	Comes to work with a list of tasks that need to be accomplished that day but is often distracted from them.	Has a "mental" list of tasks to be accomplished each day, but often loses track.
e. **Follow-Up**	Has an effective system for capturing key information, remembering, prioritizing, and following up.	Records important information, remembers, prioritizes, and almost always follows up.	Writes things down but is swamped by events and sometimes doesn't follow up.	Trusts his or her memory to retain important information, but often forgets and fails to follow up.
f. **Efficiency**	Deals quickly and decisively with the highest-priority electronic communication and paperwork and delegates appropriately.	Effectively deals with electronic communication, paperwork, and administrative responsibilities.	Tries to stay on top of electronic communication, paperwork, and administrative responsibilities but often falls behind.	Falls significantly behind on electronic communication, paperwork, and administrative responsibilities, to the detriment of the school's mission.
g. **Delegation**	Has highly competent people in all key roles and is able to trust them with maximum responsibilities.	Delegates appropriate tasks to competent staff members and supports progress.	Does not delegate some tasks that should be done by others.	Tries to do almost everything alone.
h. **Meetings**	Successfully gets all key teams meeting regularly and using the time productively.	Ensures that all teams meet regularly and use time wisely.	Teams meet regularly but are not productive.	Teams do not meet regularly.

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
i. Recognition	Effectively draws attention to student, special education teacher, and school-wide successes. Recognizing and celebrating others' successes.	Draws attention to student, special education teacher, and school-wide successes.	Congratulates individuals on successes.	Takes credit for improvements in school performance or misses opportunities to celebrate success.

V. MANAGEMENT & EXTERNAL RELATIONS (DESE II)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. **Scheduling**	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.	Creates a schedule that provides meeting times for all key teams.	Creates a schedule with some flaws and few opportunities for team meetings.	Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.
b. **Safe Transitions**	Supervises staff to ensure efficient, welcoming student entry, dismissal, meal times, transitions, and recesses every day.	Implements routines for orderly student entry, dismissal, meals, class transitions, and recesses.	Intermittently implements routines student entry, dismissal, transitions, and meal times.	Ineffectively implements routines student entry, dismissal, and common spaces and there are frequent problems.
c. **Facilities Management**	Collaborates with facilities management staff to ensure accessibility of buildings and classrooms.	Works with facilities management staff to ensure accessibility of buildings and classrooms.	Infrequently or ineffectively talks to staff in regards to accessibility of buildings and classrooms.	Leaves accessibility issues to others.
d. **Transparency**	Is transparent about how and why decisions are made, involving stakeholders whenever possible.	Ensures that staff members, as appropriate, know how and why key decisions are made.	Is not transparent in decision making even when appropriate.	Makes decisions with little or no consultation, causing frequent resentment and morale problems.
e. **Bureaucracy**	Deftly handles bureaucratic, contractual, and legal issues to minimize their impact on teaching and learning.	Manages bureaucratic, contractual, and legal issues efficiently and effectively.	Sometimes allows bureaucratic, contractual, and legal issues to distract special education teachers from their work.	Frequently mishandles bureaucratic, contractual, and legal issues in ways that significantly disrupt teaching and learning.
f. **Resource Allocation**	Skillfully manages and/or supports budget and finances to maximize student achievement and staff growth.	*Manages and/or supports budget and finances to support the department plan.*	Manages and/or supports budget and finances with few errors, but misses opportunities to support the department plan.	Mismanages budget and/or fails to maximize resources.
g. **Compliance**	Fulfills all compliance and reporting requirements to support learning.	Fulfills compliance and reporting responsibilities.	Meets minimum compliance and reporting responsibilities with occasional lapses.	Has difficulty keeping the school in compliance with district and other external requirements.
h. **Relationships**	Builds strong relationships with key district and external personnel.	Builds relationships with district and external staffers.	Is professional with district and external staff but does not enlist their active support.	Neglects relationship-building with district and external staff and doesn't have their support to get things done.

VI. ENGAGEMENT WITH STUDENTS & FAMILIES (DESE III)

	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**
a. **Relationships with Students**	Shows respect, empathy and fairness to students' diverse backgrounds, identities, strengths and challenges; and builds strong relationships.	Is fair and respectful towards student differences and builds positive relationships with most students.	Is fair and respectful towards most students and builds positive relationships with some students.	Can be unfair and disrespectful to students; plays favorites.
b. **Student Readiness for Learning**	Proactively seeks and attains support for students who may not be prepared for learning.	Appropriately seeks and attains support for students who may not be prepared for learning.	May seek support for students who may not be prepared for learning or may be ineffective in attaining it.	Does not seek support for students who may not be prepared for learning or is unable to attain it.
c. **Openness**	Welcomes and respects families of all. Responds to concerns, and gets a number of families actively involved in the school.	Makes parents feel welcome, listens to their concerns, and tries to get families involved.	Reaches out to parents and tries to understand their perspective.	Makes little effort to reach out to families and is defensive when parents express concerns.
d. **Communicating with families**	Ensures that special education teachers promptly and frequently inform all parents, even those who are hard to reach, of positive news about students, and immediately flags any problems.	Encourages special education teachers to update parents on good news and promptly informs parents of behavior and learning problems; attempts to contact hard-to-reach parents.	Asks special education teachers to send home updates to parents about behavior and learning problems, but rarely mentions positive news.	Does not expect staff to contact parents with news about students.
e. **Learning Expectations**	Ensures that special education teachers engage in ongoing communication with parents about learning expectations and specific ways they can support student learning.	Encourages special education teachers to engage in communication with parents about learning expectations and ways they can support student learning.	Asks special education teachers to send home information about learning expectations.	Does not expect staff to send home the school's learning expectations.
f. **Policies and Practices**	Leads stakeholders to develop and implement culturally sensitive procedures that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Empowers staff with time, resources, and support to build cultural proficiency. Collaborates with community members to create a culture that affirms individual differences.	Develops and implements culturally sensitive procedures that acknowledge the diverse backgrounds, identities, strengths, and challenges of students and staff. Provides staff with relevant resources to support them in building cultural proficiency and promotes a culture that affirms individual differences.	Implements procedures that are not culturally sensitive and/or provides limited resources for educators to support the development of cultural proficiency.	Develops and implements culturally insensitive or inappropriate policies, does not support staff in building cultural proficiency, and/or creates a culture that minimizes the importance of individual differences.

VII. PROFESSIONAL RESPONSIBILITIES (DESE IV)

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Reliability	Carries out paperwork, duties and assignments conscientiously and punctually; prioritizes tasks; keeps meticulous records.	Is punctual and reliable with paperwork, duties and assignments; prioritizes tasks; keeps accurate records.	Occasionally skips or is late with paperwork, duties and/or assignments; sometimes makes errors in records.	Frequently skips and is late with paperwork, duties and assignments; makes errors in records.
b. Professionalism	Presents as a consummate professional in words, action and appearance.	Usually demonstrates professional demeanor in words, action and appearance.	Is occasionally and/or slightly unprofessional in words, action and/or appearance.	Is unprofessional in words, action and appearance.
c. Judgment	Is invariably ethical, honest and transparent, uses impeccable judgment and respects confidentiality.	Is ethical and transparent, uses good judgment and maintains confidentiality with students.	Sometimes uses questionable judgment, is less than completely forthright and/or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment and/or discusses confidential information.
d. Contributions	Frequently contributes valuable ideas and expertise to Student Services Leadership teams, meetings and committees to further the school's mission.	Contributes ideas and expertise to Student Services Leadership teams, meetings and committees to support the school's mission.	Is reluctant to contribute to Student Services Leadership teams, meetings and committees, or contributions are minimally helpful.	Does not contribute to Student Services Leadership teams, meetings or committees.
e. Communica- tion	Accurately discerns key information for prompt communication with administration.	Keeps the administration informed about concerns and asks for help when it is needed.	Is reluctant to share concerns with the administration or to ask for help.	Does not share concerns, or constantly complains and is not open to help.
f. Openness	Actively seeks out feedback and suggestions, and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive about criticism; listens to feedback and suggestions but is resistant to change.	Is very defensive about criticism; refuses to listen to feedback or suggestions; is resistant to change.
g. Reflecting on practice	Makes perceptive and accurate reflections on practice, citing specific examples of what was not successful, then draws on extensive repertoire to suggest alternative strategies for instruction.	Provides accurate and objective reflections on practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how instruction might be improved.	Is moderately accurate and objective in reflections on practice without citing specific examples. Only makes global suggestions as to how instruction might be improved.	Does not reflect on practice, or the reflections are inaccurate or self-serving.
h. Professional Development	Devours best practices from fellow professionals, workshops, readings, study groups, the Internet, and other sources.	Seeks out effective teaching ideas from fellow professionals, workshops, readings, study groups and the Internet.	Keeps an eye out for new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

	Exemplary	**Proficient**	**Needs Improvement**	**Unsatisfactory**
i. Flexibility	Easily adapts to changes in schedules, case load, and other issues as needed.	Is able to adapt to changes in schedules, case load, and other issues as needed.	Has difficulty adapting to changes in schedules, case load, and other issues.	Is unable to adapt to changes in schedules, case load, and other issues.
j. Licensure	Holds the necessary and current license, and has taken advanced graduate courses in areas of specialty relevant to licensure.	Holds the necessary and current license.	Holds waiver while working towards licensure.	Does not hold the necessary license or has allowed license to expire.