

Center Grove Special Education Department Chair (v.2016)

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Center Grove
Community School Corporation
Greenwood, Indiana

Domain 1: Purposeful Planning and Preparation (30.00%)

1.1 Demonstrating knowledge of current trends in special education

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: *(1.1.HE.1)*

The Special Education Department chair's knowledge of special education is exemplary; information is willingly shared with all department members on current research/best practices in the classroom as well as legal guidelines/updates; the department chair is highly regarded as an expert by colleagues *(1.1.HE.2)*

The Special Education Department chair's knowledge of special education is apparent; information is shared with all department members on current research/best practices in the classroom as well as legal guidelines/updates when asked; the department chair is regarded as an expert by colleagues *(1.1.E.2)*

The Special Education Department chair's knowledge of special education is sometimes lacking; information is occasionally shared with all department members on current research/best practices in the classroom as well as legal guidelines/updates; the department chair is sometimes regarded as an expert by colleagues *(1.1.IN.2)*

The Special Education Department chair's knowledge of special education is not reflected in their work; information is rarely shared with all department members on current research/best practices in the classroom as well as legal guidelines/updates; the department chair is never regarded as an expert by colleagues *(1.1.I.2)*

1.2 Demonstrating knowledge of the school's goals and levels of teacher skill in delivering special education

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: *(1.2.HE.1)*

The Special Education department chair is deeply familiar with the school's goals, works to shape its future direction, and actively seeks information from administrators and teachers; assists the administration in collecting, analyzing and interpreting student data to evaluate program effectiveness *(1.2.HE.2)*

The Special Education department chair is familiar with the school's goals, works to shape its future direction when asked, and seeks information from administrators and teachers; assists the administration in collecting, analyzing and interpreting student data to evaluate program effectiveness *(1.2.E.2)*

The Special Education department chair knows there are school goals, occasionally offers a new idea to shape its future direction, and seeks information from administrators and teachers; assists the administration in collecting, analyzing and interpreting student data to evaluate program effectiveness when asked *(1.2.IN.2)*

The Special Education department chair is not familiar with the school's goals, does not work to shape the future direction of the department, and rarely seeks information from administrators and teachers; never assists the administration in collecting, analyzing and interpreting student data to evaluate program effectiveness *(1.2.I.2)*

1.3 Establishing goals for the special education department and program appropriate to the high school and its students and teachers

Highly Effective

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Improvement Necessary

Ineffective

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For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (1.3.HE.1)

The Special Education department chair sets goals for the department and school that are highly appropriate to the needs of the students and staff. They have been developed with the lots of input from teachers and administrators (1.3.HE.2)

The Special Education department chair sets goals for the department and school that are appropriate to the needs of the students and staff. They have been developed with the input of teachers and administrators (1.3.E.2)

The Special Education department chair rarely sets goals for the department and school that are appropriate to the needs of the students and staff. They have been developed with minimal input from teachers and administrators (1.3.IN.2)

The Special Education department chair never sets goals for the department and school that are appropriate to the needs of the students and staff. They have been developed with the little or no input from teachers and administrators (1.3.I.2)

1.4 Demonstrating knowledge of resources, both within and beyond the school district

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (1.4.HE.1)

The Special Education Department Chair actively seeks out new resources from a wide range of sources to problem solve students' needs; will always be the liaison when outside agencies are involved (JDC, ACT) (1.4.HE.2)

The Special Education Department Chair seeks out new resources from a wide range of sources to problem solve students' needs; will be the liaison when outside agencies are involved (JDC, ACT) (1.4.E.2)

The Special Education Department Chair rarely seeks out new resources from a wide range of sources to problem solve students' needs; will sometimes be the liaison when outside agencies are involved (JDC, ACT) (1.4.IN.2)

The Special Education Department Chair rarely or never seeks out new resources from a wide range of sources to problem solve students' needs; can't be found to be the liaison when outside agencies are involved (JDC, ACT) (1.4.I.2)

1.5 Establishing programs and services for students who have completed four years of high school and are on their way to earning a certificate of completion

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (1.5.HE.1)

The Special Education Department Chair frequently meets or requests meetings with outside agencies involved with providing vocational activities for CG students who are between the ages of 18 – 22 (1.5.HE.2)

The Special Education Department Chair meets with outside agencies involved with providing vocational activities for CG students who are between the ages of 18 – 22 (1.5.E.2)

The Special Education Department Chair occasionally meets with outside agencies involved with providing vocational activities for CG students who are between the ages of 18 – 22 (1.5.IN.2)

The Special Education Department Chair rarely or never meets with outside agencies involved with providing vocational activities for CG students who are between the ages of 18 – 22 (1.5.I.2)

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Domain 2: Delivery of Special Education Services (40.00%)

2.1 Follows laws, rules and policies adhering to Article 7 and provides guidance in the writing of IEPs, behavior plans and Functional Behavior assessments

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.1.HE.1)

Demonstrates extensive knowledge of special education laws and procedures. Oversees and ensures compliance with all procedural timelines and safeguards (2.1.HE.2)

Demonstrates thorough knowledge of special education laws and procedures. Oversees compliance with all procedural timelines and safeguards (2.1.E.2)

Demonstrates basic knowledge of special education laws and procedures, but needs support in implementation. Does not always follow established timelines and safeguards (2.1.IN.2)

Demonstrates little or no knowledge of special education laws and procedures. Does not follow established timelines and safeguards (2.1.I.2)

2.2 Monitors the IEP creation/writing process for department members

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.2.HE.1)

Ensures IEPs are thorough yet concise, well-written and include appropriate goals and benchmarks that uniquely address student needs (2.2.HE.2)

Ensures IEPs are thorough, well-written and include appropriate goals and benchmarks (2.2.E.2)

Does not always ensure thorough or well-written IEPs and IEPs may be unnecessarily long or only somewhat appropriate (2.2.IN.2)

Does not ensure thorough or well-written IEPs and IEPs are poorly written and may include inappropriate recommendations (2.2.I.2)

2.3 Ensures all participants understand the IEP process and respects input and contributions

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.3.HE.1)

Uses a language parents can understand and creates an inviting environment in which all team members feel they are active participants (2.3.HE.2)

Creates a welcoming environment in which parents feel they are participants in the IEP process (2.3.E.2)

Creates an environment in which parents may not feel they are true participants in the IEP process (2.3.IN.2)

Creates an environment in which parents do not feel welcome and/or their participation in the IEP process is not valued (2.3.I.2)

2.4 Provides professional development

Center Grove Special Education Department Chair (v.2016)

Printed: December 10, 2020 at 9:15am



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Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.4.HE.1)

Orchestrates high quality, professional learning opportunities based on staff needs. Professional learning is ongoing and relevant to the school improvement process (2.4.HE.2)

Effective

Organizes aligned, ongoing training and coaching opportunities that build instructional proficiency. Professional learning is occasionally relevant to the school improvement process (2.4.E.2)

Improvement Necessary

Provides conventional professional development workshops for staff. Topics are loosely connected to the school improvement process (2.4.IN.2)

Ineffective

Provides occasional or ineffectual workshops, leaving teachers mostly on their own in terms of professional development. Topics are not connected to the school improvement process (2.4.I.2)

2.5 Creates an environment of trust and respect

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.5.HE.1)

In relationships with all teachers (general and special education), administrators, special education assistants and parents, the Special Education Department Chair communicates respectfully and proactively; is sensitive to others' perspectives; is transparent about how and why decisions were made whenever possible (2.5.HE.2)

Effective

In relationships with all teachers (general and special education), administrators, special education assistants and parents, the Special Education Department Chair communicates respectfully; is sensitive to others' perspectives; ensures that others know how and why key decisions are being made (2.5.E.2)

Improvement Necessary

In relationships with all teachers (general and special education), administrators, special education assistants and parents, the Special Education Department Chair is sometimes insensitive to others' perspectives; tries to be transparent about decision-making, but sometimes others feel left out (2.5.IN.2)

Ineffective

In relationships with all teachers (general and special education), administrators, special education assistants and parents, the Special Education Department Chair is insensitive to others' perspectives; makes decisions with little or no consultation, causing frequent resentment and morale problems with others (2.5.I.2)

2.6 Collaborates with all parties to resolve conflicts

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.6.HE.1)

Is effective in resolving conflicts in ways so that all parties feel positive about the resolution (2.6.HE.2)

Effective

Demonstrates appropriate dispute-resolution skills (2.6.E.2)

Improvement Necessary

Is somewhat effective in resolving conflicts (2.6.IN.2)

Ineffective

Does not take responsibility for resolving conflicts (2.6.I.2)

2.7 Uses assessment data to be sure all students are fulfilling graduation requirements and/or transition goals for life after high school

Center Grove Special Education Department Chair (v.2016)

Printed: December 10, 2020 at 9:15am



Center Grove
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Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (2.7.HE.1)

Creates a robust, research-based plan of action for improving student achievement; encourages dept. members to consistently monitor student success and proactively address students who are off-track; consults current best practices in developing short- and long-term plans to address diagnosed department weaknesses (2.7.HE.2)

Effective

Creates a research-based plan of action for improving student achievement; encourages dept. members to monitor student success and address students who are off-track; uses data to diagnose department strengths and weaknesses (2.7.E.2)

Improvement Necessary

Reminds teachers to monitor student success at the end of each grading period; develops an improvement plan without consulting current educational research (2.7.IN.2)

Ineffective

Does not closely monitor student success on a regular basis; expresses disappointment about students' low achievement and shows fatalism about bringing about significant change (2.7.I.2)

Domain 3: Effective Leadership and Collaboration (15.00%)

3.1 Demonstrates flexibility and responsiveness

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (3.1.HE.1)

Continually seeking ways to improve the special education services and program at the high school in response to student, parent, administrative or teacher input and needs (3.1.HE.2)

Effective

Occasionally seeks ways to improve the special education services and program at the high school in response to student, parent, administrative or teacher input and needs (3.1.E.2)

Improvement Necessary

Rarely seeks ways to improve the special education services and program at the high school in response to student, parent, administrative or teacher input and needs (3.1.IN.2)

Ineffective

Does not seek ways to improve the special education services and program at the high school or in regards to teacher, parent, student, or administrator needs (3.1.I.2)

3.2 Contribute to school culture

Highly Effective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (3.2.HE.1)

Effective

Improvement Necessary

Ineffective

Center Grove Special Education Department Chair (v.2016)

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Center Grove
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Seek out leadership roles; go above and beyond in dedication time for students and co-workers; Actively participates in the hiring, training and assigning of certified and classified personnel (3.2.HE.2)

Accepts leadership roles when asked; does what is required regarding time for students and co-workers. Participates in the hiring, training, and assigning of certified or classified personnel when necessary (3.2.E.2)

Rarely accepts leadership roles when asked; does not always meet the required times for students and co-workers. Passively participates in the hiring, training, and assigning of certified or classified personnel (3.2.IN.2)

Never accepts leadership roles when asked; does not meet time requirement regarding time for students and co-workers. Passively (or not at all) participates in the hiring, training, and assigning of certified or classified personnel (3.2.I.2)

3.3 Collaborate with peers

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (3.3.HE.1)

Goes above and beyond in seeking out opportunities to collaborate; coaches peers through difficult situations and follows-up: acts as an active participant in case conferences of incoming as well as existing, special education students (3.3.HE.2)

Goes above and beyond in seeking out opportunities to collaborate; coaches peers through difficult situations and follows-up: acts as an active participant in case conferences of incoming, as well as existing, special education students (3.3.E.2)

Rarely if ever seeks out opportunities to collaborate; only listens to peers having difficult situations: passively participates in case conferences of incoming, as well as existing, special education students (3.3.IN.2)

Never collaborates with peers; only listens as peers complain about situations: is passive or is absent from case conferences of incoming, as well as existing, special education students (3.3.I.2)

3.4 Advocate for student success

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (3.4.HE.1)

Displays commitment to the education of all students; frequently proposes creative changes to ensure student success (3.4.HE.2)

Displays commitment to the education of all students; offers creative changes to ensure student success when asked (3.4.E.2)

Occasionally displays commitment to the education of all students; sometimes offers creative changes to ensure student success (3.4.IN.2)

No commitment to the education of all students is shown; never offers creative changes to ensure student success (3.4.I.2)

3.5 Engage Families in student learning

Highly Effective

Effective

Improvement Necessary

Ineffective

For Level 4, all of the evidence listed under Effective is present, as well as some of the following: (3.5.HE.1)

Center Grove Special Education Department Chair (v.2016)

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Strives to form relationships in which parents are given ample opportunity to participate in their child's case conferences; is available to address parent/guardian concerns in a timely and positive manner (3.5.HE.2)

Creates an atmosphere where parents have moments to participate in their child's case conferences; addresses parent/guardian concerns in a timely and positive manner (3.5.E.2)

Occasionally creates an atmosphere where parents have an opportunity to participate in their child's case conferences; does not always respond to parent/guardian concerns in a timely and positive manner (3.5.IN.2)

Never creates an atmosphere where parents have an opportunity to participate in their child's case conferences; rarely (or not at all) addresses parent/guardian concerns in a timely and positive manner (3.5.I.2)

Domain 4: Professional Responsibilities (15.00%)

4.1 Attendance

Meets Standard

Individual meets or exceeds established corporation attendance requirements/guidelines (4.1.MS)

Does Not Meet Standard

Individual fails to meet established corporation attendance requirements/guidelines (4.1.DNMS)

4.2 On-time Arrival

Meets Standard

Individual meets or exceeds established corporation Arrival and Departure time requirements/guidelines (4.2.MS)

Does Not Meet Standard

Individual fails to meet established corporation Arrival and Departure time requirements/guidelines (4.2.DNMS)

4.3 Policies, procedures and expectations

Meets Standard

Individual demonstrates compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.MS)

Does Not Meet Standard

Individual fails to demonstrate compliance of state, corporation, and school policies and procedures (e.g. submitting discipline referrals, IEP and ILP compliance requirements, timely grading records, supervision assignments, appropriate attire, etc.) (4.3.DNMS)

4.4 Respect

Meets Standard

Does Not Meet Standard

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Individual interacts with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.MS)

Individual fails to interact with students, colleagues, administrators, guests, parents/guardians, and community members in a professional manner (4.4.DNMS)

4.5 District/Building goals

Meets Standard

Individual implements District/Building/Grade-level/Department goals or initiatives (4.5.MS)

Does Not Meet Standard

Individual fails to or refuses to implement District/Building/Grade-level/Department goals or initiatives (4.5.DNMS)