| Respon | isible: | В | uil | dir | ng: |
|--------|---------|---|-----|-----|-----|
| | | | | | |

Task:

Professional Growth Plan (required)

| | 1 | 2 | 3 | 4 |
|---------------------|--|---|--|---|
| Overall PGP | There is no PGP or the PGP is incomplete. | The PGP is at a basic level of development based on the PGP Development Rubric. | The PGP is at a proficient level of development based on the PGP Development Rubric. | The PGP is at a distinguished level of development based on the PGP Development Rubric. |
| Evidence | No evidence has been provided. | Evidence indicates progress in completing the activities. | Evidence indicates activities were completed. | AND indicates goals were achieved. |
| Employee Reflection | Reflection is vague or does not relate to employee's learning. | Reflection relates to the employee's learning. | AND applied to employee practice. | AND addresses how the employee practice is impacting other's learning. |
| Engagement | The employee made little or no attempt to engage in professional learning. | The employee engaged in the professional learning activities. | AND engaged in professional learning to change employee practice. | AND engaged in professional learning with a broader professional learning community. |

Total PGP Score

Field value will be calculated upon Save Progress.

Practice 1: Build Share Purpose

The Special Education Administrator promotes a shared vision/mission for the success of all students by supporting the implementation of programs for students with disabilities that align with the VIDE's vision/mission.

Indicator 1.1: Support the vision and mission of the VIDE

1.1A. Supporting the Vision and Mission required

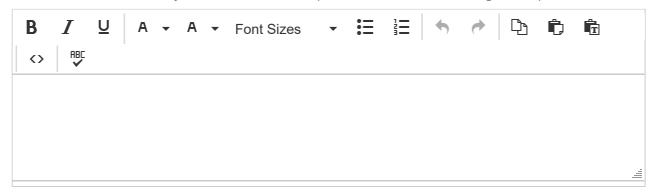
Unsatisfactory Basic Proficient Distinguished Not Selected

| Fails to consider the vision/mission or takes actions contrary to the | Fails to consider the vision/mission or takes actions contrary to the | Actions are consistent with the vision/mission. | Cultivates stakeholder's commitment to, and ownership of, | |
|---|---|---|---|--|
| VIDE's vision/mission. | VIDE's vision/mission. | | the VIDE's vision/mission. | |

Rationale for Score



How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?



Total Score for Practice 1

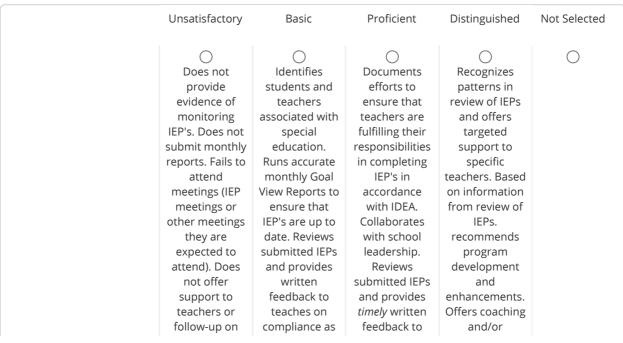
Field value will be calculated upon Save Progress.

Practice 2: Manage Organizational Systems

The Special Education Administrator acts strategically and systematically to support and align organizational resources, services, process, and procedures.

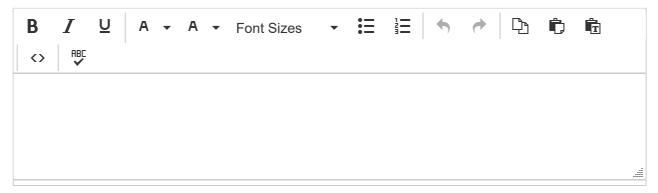
Indicator 2.1: Supports and aligns organizational resources, services, processes, and procedures that safeguard the legal rights of students with disabilities.

2.1 A. Monitoring IEP Development required



Rationale for Score required

How did the artifact shared the SPED administrator provide evidence of the scoring for this practice?



2.1 B. Facilitating Teacher/Staff Access required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|--|---|---|--|--------------|
| Fails to inform teachers/staff about internal and external tools and resources necessary for performance of their jobs in compliance with regulations. | Inform teachers/staff about internal and external tools and resources necessary for performance of their jobs in compliance with regulations. | Facilitates teachers' access to internal and external tools and resources necessary for job performance of their jobs in compliance with the regulations. | Locates and disseminates resources and services on research-based practices. Conducts workshops and/or trainings for administrators/ teachers/staff to introduce resources and services. | |

Rationale for Score required

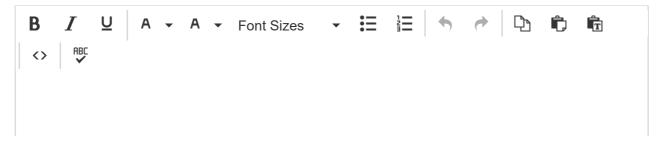


2.1 C. Know, share, and apply organizational policies, programs, and procedures.

Unsatisfactory Basic **Proficient** Distinguished Not Selected \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc Fails to Demonstrated Provides Promotes and demonstrate knowledge of information to disseminates knowledge of increase service special special education special providers' education education policies, knowledge of policies, policies, territorial and programs and programs and programs and procedures. special procedures. procedures. Acts with justice education Utilizes data to Fails to apply and fairness in policies, develop an federal laws, applying programs and action plan for federal laws, state laws, and procedures. continual district policies state laws, and Supports improvement related to district policies schools and and support of students with related to district policies, territorial and disabilities. students with programs and special Fails to monitor special needs. education practices the provision of Monitors the regarding policies, FAPE. provision of special programs and FAPE. procedures education and pupil services that work to ensure that all to ensure equity, students are inclusion, and provided FAPE. confidentiality. Conducts Monitors and workshops supports the and/or trainings for territorial and stakeholders special on federal lasw, education policies, state laws, and programs and district policies procedures affecting that work to students with ensure that all disabilities. students are Monitors provided FAPE. implementation of federal laws, state laws, and district policies and uses monitoring data to determine futures actions.

Rationale for Score

required





Total Score for Practice 2

Field value will be calculated upon Save Progress.

Practice 3: Focus on Learning

The Special Education Administrator oversees implementation to ensure students with disabilities have access to appropriate, rigorous, and relevant instructional program and services in particular settings that contribute to their physical, academic, and social-emotional development.

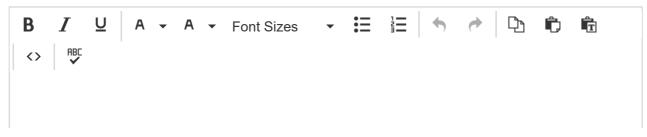
Indicator 3.1: Ensures students with disabilities have access to high quality education programs, services, and resources.

3.1 A. Supporting service delivery required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|---|---|---|---|--------------|
| Does not know about or fails to share information about best practices in providing services. | Provides teachers with information about research- based services. Provides training on instruction, strategies, tools, accommodatio ns, and/or modifications for students with disabilities. | Supports teachers in the use of best practices that are aligned with student needs. Demonstrates maximum effort in the provision of necessary resources to support student success. Includes demonstration lessons and/or modeling as part of training. | Coaches and supports teachers in accessing and reviewing research focused on needs of their students. Uses data on teacher needs as well as individual students' needs to determine focus for training. | |

Rationale for Score

required





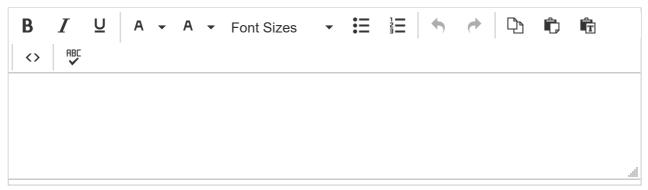
3.1 B. Monitoring programs, services, and resources implementation

required

| | Unsatisfactory | Basic | Proficient | Distinguished | Not Selected | | | | |
|--|--|--|---|--|--------------|--|--|--|--|
| | Has limited knowledge of special education programs, services and resources and the status of their implementation or success. | Knows which special education programs, services and resources are being implemented. Offers basic-level training with minimal regard to specific needs. | Monitors the implementation and fidelity in the delivery of special education programs (e.g., Acellus, HeadSprout, SRA Direct Instruction), services, and resources. Recognizes and addresses the training needs of teachers/staff. | Coaches teachers and/or provides training in the appropriate use of special education programs to maximize the fidelity of implementation and delivery. Follows up on training and continues to provide support to maximize successful implementation of education programs. Assists teachers in identifying alternatives to existing programs and/or provides coaching to teachers/staff to meet students' needs. | | | | | |

Rationale for Score





3.1 C. Collaboration

required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|--|--|---|---|--------------|
| Minimal collaboration with teachers and staff. | Collaborates with teachers/staff to ensures that students with disabilities have access to high quality education programs, services, and resources. | Collaborates with internal and external stakeholders to ensure that students with disabilities have access to existing education programs. services, and resources. Plans opportunities for especial education teachers to collaborate. | Facilties collaboration among internal and external stakeholders to benefit students with disabilities. | |

Rationale for Score

required

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?

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3.1 D. Monitoring IEP Implementation required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|--|---|--|---|--------------|
| Fails to monitor implementation of IEPs. Does not provide direct assistance to teacher/staff in implementation of IEP. | Monitors IEP implementation . Discuss IEP implementation with teachers. | Consults with school -based administrators and teachers who must ensure that student with disabilities are served in the least restrictive environment according to their IEP. | Coaches and/or mentors to ensure teachers' successful implementation of IEPs in order to improve students outcomes. | |

| assistance to | |
|------------------|--|
| teachers in the | |
| implementation | |
| of students' | |
| IEPs when | |
| necessary and | |
| assists teachers | |
| in the | |
| implementation | |
| of student | |
| goals. | |
| 85013. | |

Rationale for Score (required)

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?



Indicator 3.2: Advocates for equitable services for students with disabilities within the school

3.2 A. Ensuring students' rights required

| Uns | atisfactory | Basic | Proficient | Distinguished | Not Selected |
|--------------------|--|--|---|---|--------------|
| stud and tak | naware of lents' rights l/or fails to e action to protect tudents' rights. | Advocates for equitable distribution of materials and books to all students, including students with disabilities. | Educates school staff in meeting the needs of students with disabilities through the use of appropriate, targeted strategies and services within the context of their special education programs. Provides school personnel with information and referrals to linking agencies (such as Vocational Rehab) in order to ensure student educational | Promotes and advocates for collaboration among special education teachers, general education teachers and administraots to ensure appropriate, targeted strategies and services within the context of their special education programs. | |

| rights are | |
|-------------|--|
| adhered to. | |

Rationale for Score (required)

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?

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Indicator 3.3: Supports teachers in preparing students with disabilities for school-based and/or post-secondary transitions.

3.3 A. Supporting Student Transitions (require

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|--|---|--|---|--------------|
| Has limited knowledge or fails to share information about schoolbased and/or post-secondary transition services. | Provides teachers with information about school- based and/or post-secondary transition services. Provides training on transition. Continues to provide support in developing transition plans. | Proficient (Infant/Todller- Part C to Part B) Collaborates with internal (e.g., EDC Coordinator, LEA Rep) and external partners to prepare students for and support transition services. Collaborates with internal (e.g., Vocational Rehabilitation, | Works with the teachers who have not yet demonstrated proficiency and provides individualized support, coaching, additional training and any needed guidance. Reviews schoolbased transition data (students' transition | Not Selected |
| | plans. | - | (| |
| | | services. Identifies teachers who have not yet demonstrated proficiency and develops a plan to support them. | recommendati ons prior to the school year based on review data. Ensures programs, equipment and services are in | |

| | place to accommodate students prior to transition. | |
|--|--|--|
|--|--|--|

Rationale for Score (required)

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?



Total Score for Practice 3

Field value will be calculated upon Save Progress.

Practice 4: Collaborate with Families and Communities

The Special Education Administrator collaborates with internal and external stakeholders and families to provide services for student with disabilities.

Indicator 4.1: Collaborates to provide services and information to all stakeholders 4.1 A. Information Dissemination required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|--|---|---|---|--------------|
| Fails to educate parents and teachers on IEP process requirements. | Educates parents on IEP processes and requirements. Ensures collaboration between special education a teachers and regular education teachers regarding student disabilities, how they affect student performance, and necessary accommodatio ns. | Collaborates with internal and external stakeholders to disseminate information and to advise on early identification processes through a variety of means; such as, workshops to private and public schools, parent conferences, PSAs (public service announcement s). | Researches current policies to update existing training/worksh ops based on stakeholders' needs assessment. | |

Rational for Score required

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?

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4.1 B. Evaluation required

| Unsatisfactory | Basic | Proficient | Distinguished | Not Selected |
|---|---|---|---|--------------|
| Fails to facilitate the timely completion of evaluations. | Facilitates the completion of evaluations/re-evaluations to establish that they are comprehensive in meeting the needs of the child. Facilitates the entry of evaluation data | Facilitates the timely completion of evaluations/re-evaluations to establish that they are comprehensive in meeting the needs of the child. | Ensures all evaluations /re-evaluations are completed in a timely manner. | 0 |

Rationale for Score required

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?

into Goal View.

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4.1 C. Placement

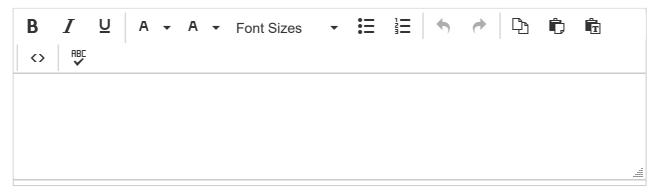
required Not Selected Unsatisfactory Basic Proficient Distinguished \bigcirc Ensures **Facilitates** Provides Determines development of placement relevant opportunities

| without ho multi- disciplinary team meet Neglects follow th continuur placeme |
|---|
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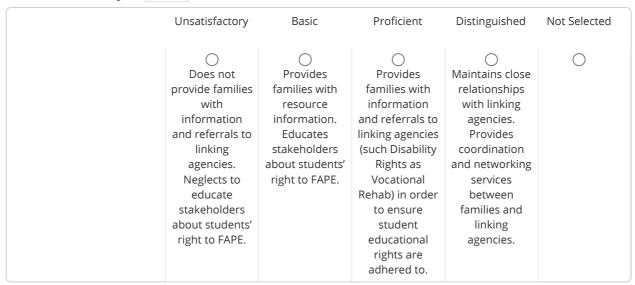
Rationale for Score

required

How did the artifact shared by the SPED administrator provide evidence of the scoring for this practice?

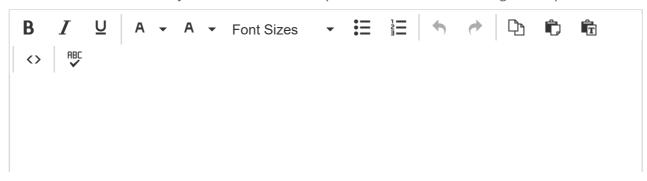


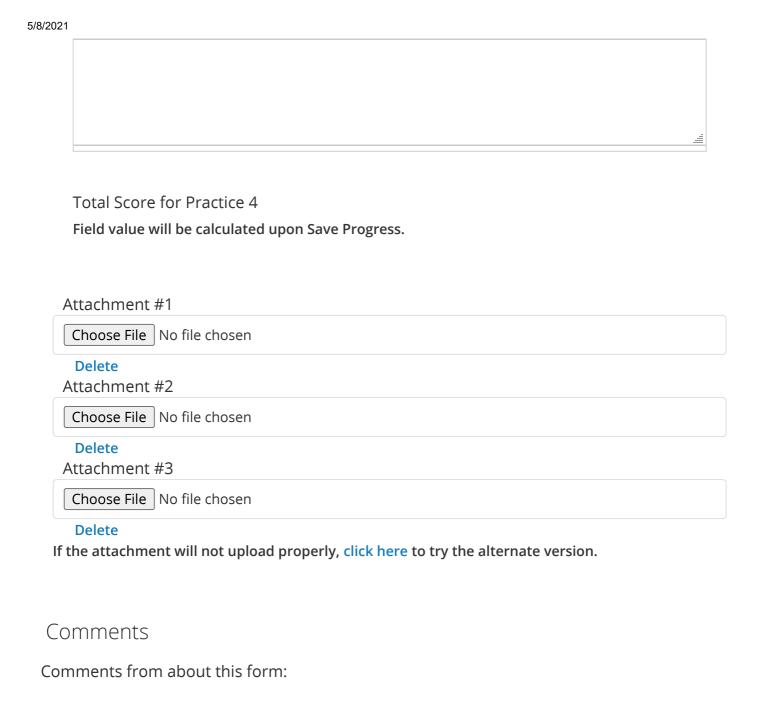
4.1 D. Advocacy required



Rationale for Score

required





Share History