

**Special Education Coordinator  
Leadership Effectiveness through Analysis & Data**

**HE:** School Teams and special education staff are successful in making it happen. (Teams/SPED Staff catch fish on own)

**E:** The SPED Coordinator is working hand-in-hand with school teams and special education staff to make it happen. (SPED Coordinator and Teams/SPED Staff catch fish)

**PE:** School Teams and special education staff are on their way to making it happen. (SPED Coordinator is teaching Teams/SPED Staff to fish)

**I:** School Teams and special education staff are not growing in this area. (SPED Coordinator fishes)

\*Special Educators: includes all school-level special education providers, assistants, and other specialists related to students' IEP and the delivery of services.

\*Multidisciplinary team includes all connected school-level special education providers, general education teachers, assistants, and other specialists related to students' IEP

**Standard 1 – INSTRUCTIONAL LEADERSHIP: SPED Coordinator is a World Class instructional leader.**

1.1 SPED Coordinator inspires all Special Educators to create World Class backward planned units/interventions.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Educators to create units/interventions where there is alignment between World Class outcomes, IEP goals (vehicle to World Class outcomes), World Class assessments, and World Class teaching strategies in every classroom for every student.

**E:** SPED Coordinator ensures alignment between World Class outcomes, IEP goals (vehicle to World Class outcomes), World Class assessments, and World Class strategies for all students.

**PE:** SPED Coordinator prescribes that all Special Educators align outcomes, IEP goals (vehicle to World Class outcomes), assessments, and strategies for all students.

**I:** Alignment between outcomes, IEP goals (vehicle to World Class outcomes), assessments, and strategies does not exist in many classrooms throughout the school, due to lack of SPED Coordinator's leadership, efforts, and/or attention.

1.2 SPED Coordinator develops Special Educator expertise in differentiating IEP goals as a vehicle to World Class outcomes (stage 1) for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Educators to create personalized units/interventions in which students and Special Educators naturally integrate content from multiple disciplines and one or more 21<sup>st</sup> century skills during stage I of backward planning.

**E:** SPED Coordinator works with all Special Educators to collaborate with students to create personalized units/interventions where students and Special Educators naturally integrate content from multiple disciplines and one or more 21<sup>st</sup> century skills.

**PE:** SPED Coordinator works with some Special Educators to create personalized units/interventions in which Special Educators naturally integrate content from multiple disciplines and one or more 21<sup>st</sup> century skills in their units/interventions.

**I:** Differentiated IEP goals as a vehicle to World Class outcomes do not exist due to a lack of SPED Coordinator's efforts, coaching, and/or leadership.

1.3 SPED Coordinator develops Special Educator expertise in using a Balanced Assessment System (stage 2) for all students.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Educators to create units/interventions that use authentic formative, interim and summative assessments to measure performance of all students increasing access and progress toward GVC and provides personalized feedback to all students and/or stakeholders (parents/guardians, Special Educators, administration, outside specialists).

**E:** SPED Coordinator works with all Special Educators to create units/interventions that use authentic formative, interim and summative assessments to measure performance of all students increasing access and

progress toward GVC and provide personalized feedback to all students and/or stakeholders (parents/guardians, Special Educators, administration, outside specialists).
<b>PE:</b> SPED Coordinator works with some Special Educators to create units/interventions that use a balanced assessment system that provides a performance demonstration of mastery of all students increasing access and progress toward GVC, guaranteeing all students and/or stakeholders (parents/guardians, Special Educators, administration, outside specialists) receive personalized feedback.
<b>I:</b> Balanced assessment system does not exist due to a lack of SPED Coordinator's efforts, coaching, and/or leadership.
1.4 SPED Coordinator develops Special Educator expertise in providing differentiated learning opportunities (stage 3) for all students.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator collaborates and empowers Special Educators to create units/interventions in collaboration with students and/or multidisciplinary team that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of GVC based on students' unique needs.
<b>E:</b> SPED Coordinator works with all Special Educators to collaborate with students and/or multidisciplinary team to create units/interventions that include personalized, sustainable learning opportunities (stage 3) that facilitate mastery of GVC based on students' unique needs.
<b>PE:</b> SPED Coordinator works with some Special Educators to offer students more than one sustainable learning opportunity to facilitate mastery of GVC.
<b>I:</b> Differentiated instructional opportunities are not available to all students on a consistent basis due to a lack of SPED Coordinator's efforts, coaching, and/or leadership.
1.5 SPED Coordinator develops stakeholder expertise in curriculum and/or programming.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator leads the development of curriculum and/or programming expertise in Special Educators.
<b>E:</b> SPED Coordinator facilitates the development of curriculum and/or programming expertise in Special Educators.
<b>PE:</b> SPED Coordinator provides opportunities for stakeholders to develop expertise in curriculum and/or programming.
<b>I:</b> SPED Coordinator provides limited opportunities for stakeholders to develop expertise in curriculum and/or programming.
1.6 SPED Coordinator inspires all Special Educators to take learner-centered risks.
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator collaborates and empowers Special Educators to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to IEP goals.
<b>E:</b> SPED Coordinator ensures that all Special Educators are comfortable taking educated, learner-focused risks to improve teaching and learning aligned to IEP goals.
<b>PE:</b> SPED Coordinator establishes conditions where Special Educators can take educated, learner-focused risks to improve teaching and learning aligned to IEP goals.
<b>I:</b> Opportunities for risk taking do not exist for all Special Educators, due to lack of SPED Coordinator's leadership, efforts, and/or attention.
1.7 SPED Coordinator is a World Class teacher.
4 Point Matrix
<b>HE:</b> SPED Coordinator teaches World Class professional development that models highly effective CITE standards 1-3.
<b>E:</b> SPED Coordinator facilitates World Class professional development that models highly effective CITE standards 1-3.
<b>PE:</b> SPED Coordinator ensures that staff receives World Class professional development that models highly effective CITE standards 1-3.

I: World Class professional development that models highly effective CITE standards 1-3 does not occur.

**Standard 2 – QUALITY STAFF: SPED Coordinator coaches Special Educators utilizing the evaluation process.**

**2.1 SPED Coordinator evaluates Special Educators with fidelity.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator demonstrates expert understanding of each standard and element of the evaluation tool(s) and consistently applies that understanding/expectation to the performance of each Special Educator.

**E:** SPED Coordinator holds all Special Educators to World Class performance standards as measured through the evaluation process.

**PE:** SPED Coordinator inconsistently interprets and/or applies the standards of performance among Special Educators.

**I:** SPED Coordinator evaluates Special Educators' performance using the evaluation tool(s).

**2.2 SPED Coordinator uses a body of evidence to evaluate Special Educators.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates with Special Educators to gather, analyze, and interpret quantitative and qualitative data from multiple sources (including, but not limited to informal, regular classroom walk-throughs and formal classroom observations) -- systemically collected throughout the year -- to identify themes found in their comprehensive evaluation of Special Educator's performance against the CITE/Classified standards and elements.

**E:** SPED Coordinator gathers, analyzes, and interprets quantitative and qualitative data from multiple sources and weighs it in conjunction with evidence supplied by the Special Educator to make a comprehensive analysis of performance.

**PE:** SPED Coordinator uses a few data points (informal, classroom walk-throughs, and/or formal classroom observations) or data supplied by the Special Educator to make an analysis of performance.

**I:** SPED Coordinator evaluates Special Educators using limited data.

**2.3 SPED Coordinator differentiates Special Educator coaching.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates with each Special Education team to provide ongoing feedback (monitor and review) and create a school/program specific professional development plan aligned to the following: the team's goals based on a body of evidence (including evaluation data), the department's vision and continuous improvement plans, and the district's strategic plan.

**E:** SPED Coordinator coaches Special Education teams by collaboratively creating a school/program specific professional development plan that is aligned to the team's goals based on a body of evidence, the department's vision and continuous improvement plans, and the district's strategic plan.

**PE:** SPED Coordinator works with each Special Education team to create a school/program specific professional development plan.

**I:** SPED Coordinator supports all Special Education teams with resources for improvement if necessary.

**2.4 SPED Coordinator empowers all Special Educators to lead.**

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Educators to identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.

**E:** SPED Coordinator creates opportunities for Special Educators to identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.

**PE:** SPED Coordinator supports Special Educators who identify needed improvement(s) and/or innovations and assume a leadership role (within the building and/or throughout the district) to facilitate positive change.

**I:** Few staff take on leadership possibilities within the building or throughout the district.

2.5 SPED Coordinator protects the professional dignity of all Special Educators by exercising confidentiality and discretion throughout the evaluation process.

④ Always ① Not always

2.6 SPED Coordinator holds all Special Educators accountable for professional and ethical conduct (including abiding by laws, district policies and procedures).

④ Always ① Not always

**Standard 3 – OPERATIONAL LEADERSHIP: SPED Coordinator is a World Class operational leader.**

3.1 SPED Coordinator creates and maintains an environment that is safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Education teams to maintain physically and emotionally safe, well maintained, and student-centered environments. SPED Coordinator exceeds all district safety protocols and proactively provides important input/feedback to district security team and/or district safety committee.

**E:** SPED Coordinator works with Special Education teams to facilitate physically and emotionally safe, maintained, and student-centered environments. SPED Coordinator meets all district safety protocols and provides important input and feedback to district security team and district safety committee.

**PE:** SPED Coordinator presents rules (and/or delegates) to Special Education teams what is needed to achieve an environment that is physically and emotionally safe. SPED Coordinator follows district safety protocols and provides feedback to district security personnel as required.

**I:** The environment is not physically and/or emotionally safe.

3.2 SPED Coordinator recruits, hires, and retains World Class Special Educators.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator demonstrates commitment to a World Class team by proactively screening/hiring quality candidates, supporting administrators to manage low performers, and retaining highly effective Special Educators.

**E:** SPED Coordinator works to screen/hire quality candidates, supporting administrators to manage low performers, and works to retain highly effective Special Educators.

**PE:** SPED Coordinator needs to be directed to take an active role in the screening/hiring process of high quality Special Educators and works with low performers.

**I:** SPED Coordinator uses the available systems to post, interview, and select Special Educators.

3.3 SPED Coordinator is accountable for a student-centered, department-based-budget.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaboratively develops a department-based-budget, working with all stakeholder groups, aligning student-centered priorities to department and district goals, and demonstrating innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

**E:** SPED Coordinator facilitates the development of a department-based-budget, soliciting input from various stakeholder groups, aligning student-centered priorities to department and district goals, and demonstrating innovative approaches to maximize resources, taking ownership for implementation and monitoring.

**PE:** SPED Coordinator ensures a department-based-budget that aligns student-centered priorities to department and district goals.

**I:** SPED Coordinator delegates the responsibility of developing and monitoring the department-based-budget.

3.4 SPED Coordinator creates systems for public relations.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator proactively provides information, updates, and progress regarding all improvement plans and department goals to all stakeholders (parents/guardians, Special Educators, administration, outside specialists) using a variety of formats. SPED Coordinator creates multiple avenues for input and feedback from all stakeholder groups.

**E:** SPED Coordinator differentiates communication using a variety of methods, formats, and timelines, and provides information and resources to stakeholders (parents/guardians, Special Educators, administration, outside specialists). SPED Coordinator proactively provides annual updates regarding progress made on all improvement plans and department initiatives to all stakeholders. SPED Coordinator creates avenues for input and feedback from stakeholder groups.

**PE:** SPED Coordinator differentiates communication to meet the needs of some stakeholders (parents/guardians, Special Educators, administration, outside specialists), providing periodic updates on department plans. Feedback from stakeholder groups is received through normal channels.

**I:** SPED Coordinator communicates with stakeholders (parents/guardians, Special Educators, administration, outside specialists) as required.

**3.5** SPED Coordinator facilitates opportunities for Special Educators to understand, construct, and practice a restorative school environment.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and empowers Special Educators to develop and implement a restorative community, including positive opportunities for staff and stakeholders to learn from their mistakes by repairing relationships. SPED Coordinator models positive opportunities for staff to restore relationships when they have been harmed.

**E:** SPED Coordinator facilitates opportunities for students and stakeholders to demonstrate ownership by designing and maintaining a restorative environment based on shared expectations. SPED Coordinator facilitates positive opportunities for staff and stakeholders to learn from their mistakes by repairing relationships.

**PE:** SPED Coordinator provides the opportunity for staff and stakeholders to give input into rules/norms/expectations. SPED Coordinator treats all staff and stakeholders in a fair and equitable manner.

**I:** SPED Coordinator posts rules/norms/expectations where they are readily available to all staff and stakeholders, and/or rules/norms/expectations are not uniformly applied to all staff and stakeholders.

**3.6** SPED Coordinator inspires all stakeholders to understand and experience the unique qualities of their department and/or program.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator proactively inspires all stakeholders (parents/guardians, Special Educators, administration, outside specialists) to understand the unique qualities of their department and/or program by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their department's and/or program's teaching/learning beliefs and values, instructional practices, culture and climate, unique opportunities, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

**E:** SPED Coordinator provides information regarding teaching and learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information about their department and services, available to all stakeholders (parents/guardians, Special Educators, administration, outside specialists).

**PE:** SPED Coordinator provides a synopsis of information regarding their department and services, available to all stakeholders (parents/guardians, Special Educators, administration, outside specialists).

**I:** SPED Coordinator provides information about their department and services in response to stakeholders (parents/guardians, Special Educators, administration, outside specialists) inquiry or as required.

#### **Standard 4 – LEADING CONTINUOUS IMPROVEMENT: SPED Coordinator leads change through systems thinking for continuous improvement.**

**4.1** SPED Coordinator leads strategic, continuous improvement – be proactive.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator leads strategic, continuous improvement through development and implementation of a department/program vision, mission, goals, and strategies using a systems thinking approach. SPED Coordinator models systemic (or systems thinking – Peter Senge) leadership by using a large body of strategies, tools, and principles all oriented to looking at the interrelatedness of forces, and seeing them as

part of a common process – by understanding and leveraging system dynamics to achieve school and district goals.

**E:** SPED Coordinator facilitates the strategic, continuous improvement through development and implementation of a department/program vision, mission, goals, and strategies while modeling a systems thinking approach. SPED Coordinator models systemic (or systems thinking – Peter Senge) leadership by aligning all work to the unique goals and needs of his/her students, staff, and school.

**PE:** SPED Coordinator collaborates with stakeholders to evaluate department/program data to ensure or refine World Class improvement strategies as part of the department's improvement efforts.

**I:** SPED Coordinator works with a small group of department/program representatives or in isolation to determine improvement strategies and shares with stakeholders.

4.2 SPED Coordinator leads the creation of a desired state for their department/program – begins with the end in mind.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator proactively synthesizes current research and literature regarding world class education for all students, and facilitates a world class, constructivist opportunity for all stakeholders to innovate and create a desired state for their department/program aligned to what is best for students – reevaluating and updating on a continuous basis.

**E:** SPED Coordinator collaborates with stakeholders to build a vision of the desired state for their department/program.

**PE:** SPED Coordinator collaborates with stakeholders to identify key components of desired state for their department/program.

**I:** SPED Coordinator has identified preliminary concepts of desired state for their department/program.

4.3 SPED Coordinator leads systemic evaluation of current state against desired state – seeks first to understand.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates with stakeholders to evaluate current state against desired state, “confronts the brutal facts” (Collins) about their department/program, facilitates opportunities for stakeholders to identify root causes of “gaps” between the two, and map the interrelatedness of forces impacting those root causes.

**E:** SPED Coordinator collaborates with stakeholders to accurately identify current state of their department/program, and leads the process to understand “gaps” between current and desired state.

**PE:** SPED Coordinator identifies current state of their department/program and leads the process to understand “gaps” between current and desired state.

**I:** SPED Coordinator has begun the process of evaluating “gaps” between current and desired state.

4.4 SPED Coordinator leads creation of a school plan for innovation/change that employs high-leverage actions/strategies – thinks win-win.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates with stakeholders to identify and employ innovative strategies in their plan for change that leverage system dynamics – strategies that address the root causes of “gaps” between current and desired state and employ an understanding of the relatedness of forces.

**E:** SPED Coordinator collaborates with stakeholders to identify and employ innovative strategies in their plan for change that address the “gaps” between current and desired state.

**PE:** SPED Coordinator identifies and employs innovative strategies in their plan for change that address the “gaps” between current and desired state.

**I:** SPED Coordinator has begun to build a plan to address movement from current to desired state.

4.5 SPED Coordinator leads implementation of their plan for change - synergizes.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates and inspires stakeholders to implement innovative, high-leverage strategies for change according to the timeline established, reflects on implementation, and makes changes as necessary.

**E:** SPED Coordinator collaborates with department/program leadership team to implement change, oversees timelines, progress monitors, and makes adjustments as necessary.

**PE:** SPED Coordinator leads change, monitors progress, and makes adjustments as necessary.

**I:** SPED Coordinator oversees change.

4.6 SPED Coordinator uses multiple data points to assess impact of professional development throughout school.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator employs feedback mechanisms for all professional development, including assessment of the professional development itself against CITE standards 1-3 and the real implementation of that professional development in the classrooms, for quality assurance and return on investment (ROI) analysis.

**E:** SPED Coordinator has feedback mechanisms for all professional development including assessment of the professional development itself and the implementation of that professional development – classroom impact.

**PE:** SPED Coordinator gathers a variety of feedback from participants on professional development and monitors implementation throughout school.

**I:** SPED Coordinator surveys participants regarding professional development and implementation.

**Standard 5 – PROFESSIONALISM: SPED Coordinator models professionalism.**

5.1 SPED Coordinator stays current in literature, research, and trends impacting World Class Education.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator is well-grounded in current literature and research and uses that expertise to ensure that all department/program goals/strategies are focused on what is best for students in the 21<sup>st</sup> century. SPED Coordinator synthesizes knowledge to evaluate current school systems/approaches/practices and works with stakeholders to educate and implement innovative changes and/or new ideas.

**E:** SPED Coordinator remains up-to-date in current literature and research and uses that expertise to ensure that all department/program goals/strategies are focused on what is best for students in the 21<sup>st</sup> century. SPED Coordinator shares knowledge within building and works with stakeholders to implement changes and/or improvements.

**PE:** SPED Coordinator periodically reviews current literature and research and applies learned concepts to school improvement practices.

**I:** SPED Coordinator tries to stay informed of current literature and best practices.

5.2 SPED Coordinator creates and implements personal professional growth plan.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

**HE:** SPED Coordinator collaborates with direct supervisor(s) to create a personal professional growth plan. The plan is based on prioritized (according to the learning progression) needs identified in: LEAD evaluation, survey data, Professional Pathways goals, and school and district goals/priorities that are aligned to the district strategic plan. SPED Coordinator measures impact of all professional development in practice and reflects on growth/progress.

**E:** SPED Coordinator creates a personal professional growth plan based on needs identified in LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**PE:** SPED Coordinator creates a personal professional growth plan aimed at acquiring new skills that is related to LEAD, survey data, and school and district initiatives that are aligned to the district strategic plan – specifically, the DCSD learning progression.

**I:** SPED Coordinator creates a personal professional growth plan unrelated to LEAD, survey data, and/or school and district initiatives.

5.3 SPED Coordinator models professional relationships with all Special Educators.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator differentiates instructional and operational leadership based on individual needs and knowledge of each school team and/or staff member. SPED Coordinator has strong interpersonal skills, situational awareness, and remains professional in all interactions and communications.
<b>E:</b> SPED Coordinator differentiates interactions and establishes/maintains professional relationships with school team and/or staff member.
<b>PE:</b> SPED Coordinator remains professional with school team and/or staff member.
<b>I:</b> SPED Coordinator does not interact professionally with school team and/or staff member on a consistent basis.
<b>5.4 SPED Coordinator models professional relationships with all stakeholders.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator differentiates instructional and operational leadership based on individual needs and knowledge of each stakeholder (parents/guardians, administration, outside specialists). SPED Coordinator has strong interpersonal skills, situational awareness, is an ambassador for the district, and remains professional in all interactions and communications.
<b>E:</b> SPED Coordinator differentiates interactions and establishes/maintains professional relationships with stakeholders (parents/guardians, administration, outside specialists).
<b>PE:</b> SPED Coordinator remains professional with stakeholders (parents/guardians, administration, outside specialists).
<b>I:</b> SPED Coordinator does not interact professionally with stakeholders (parents/guardians, administration, outside specialists) on a consistent basis.
<b>5.5 SPED Coordinator takes responsibility for all decisions affecting their department/program/Special Educators.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator seeks to understand, anticipates stakeholder (parents/guardians, Special Educators, administration, outside specialists) needs, works to resolve all concerns in advance by bringing them to a win-win solution, communicates all decisions, and stands by all decisions to students, staff, and the school community.
<b>E:</b> SPED Coordinator makes decisions based on situational demands, works to find win-win solutions, communicates all decisions, and stands by all decisions to students, staff, and the school community.
<b>PE:</b> SPED Coordinator facilitates decision-making, determines the best course of action and/or next steps.
<b>I:</b> SPED Coordinator responds and/or reacts to situations as they arise and makes decisions by determining the best course of action and/or next steps.
<b>5.6 SPED Coordinator models the highest level of personal and professional integrity.</b>
④ Always ① Not always
<b>A:</b> SPED Coordinator consistently exhibits through language, message, actions, methods, expectations, and outcomes the highest levels of personal and professional integrity in all matters pertaining to school and district.
<b>5.7 SPED Coordinator demonstrates professional and ethical conduct including, but is not limited to, following laws, district policies and procedures.</b>
④ Highly Effective ③ Effective ② Partially Effective ① Ineffective
<b>HE:</b> SPED Coordinator leads and models professional behavior within the department and throughout the district and community.
<b>E:</b> SPED Coordinator demonstrates professional behavior in meeting all expectations, both legal and department/district.
<b>PE:</b> SPED Coordinator is compliant with legal and department/district expectations.
<b>I:</b> SPED Coordinator does not meet legal and department/district expectations.