

LEAD 2013 – Director of Special Education (DOSp)

HE: Coordinators/leads are successful in making it happen. (Coordinator/lead catches fish on own)

E: The DOSp is working hand-in-hand with coordinators/leads to make it happen. (DOSp and coordinator/lead catch fish)

PE: Coordinators/leads are on their way to making it happen. (DOSp is teaching coordinator/lead to fish)

I: Coordinators/leads are not growing in this area. (DOSp fishes)

Standard 1 – INSTRUCTIONAL LEADERSHIP: Director of Special Education (DOSp) is a World Class instructional leader.

1.1 DOSp supports and inspires all coordinators/leads to be experts in backward planning.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to be experts in Backward Planning through the alignment of World Class outcomes, World Class assessments, and World Class learning opportunities in every department for every student throughout all schools and programs.

E: DOSp ensures that coordinators/leads are experts in Backward Planning through the alignment of World Class outcomes, World Class assessments, and World Class learning opportunities in every department for every student throughout all schools and programs.

PE: DOSp is developing capacity in all coordinators/leads to align outcomes, assessments, and learning opportunities at all schools and programs.

I: DOSp directs coordinators/leads to align outcomes, assessments, and learning opportunities at all schools and programs.

1.2 DOSp inspires all coordinators/leads to be experts in differentiation.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to be experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.

E: DOSp ensures all coordinators/leads are experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.

PE: DOSp is developing capacity in all coordinators/leads to become experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.

I: DOSp prescribes that all coordinators/leads become experts in differentiation as evident through teacher and student collaboration in selecting personalized World Class Outcomes from multiple disciplines, including one or more 21st century skills in stage 1, teacher and student created/selected assessments/tasks from BAS in stage 2, and differentiated learning opportunities in stage 3.

1.3 DOSp inspires all coordinators/leads to be experts in the Balanced Assessment System.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to be experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.

E: DOSp ensures all coordinators/leads are experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.

PE: DOSp is developing capacity in all coordinators/leads to become experts in the creation and/or selection of authentic formative, interim and summative assessments to measure performance of all students toward mastery of World Class Outcomes.

I: DOSp prescribes that all coordinators/leads use a balanced assessment system.

1.4 DOSp inspires coordinators/leads to become experts in World Class learning opportunities that enable students to access and master the GVC (stage 3).

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to be experts in World Class learning opportunities as evident through coordinators/leads and school collaboration in creating and/or selecting learning opportunities that enable students to access and make progress in the GVC.

E: DOSp ensures all coordinators/leads are experts in World Class learning opportunities as evident through coordinators/leads and school collaboration in creating and/or selecting learning opportunities that enable students to access and make progress in the GVC.

PE: DOSp is developing capacity in all coordinators/leads to become experts in World Class learning opportunities as evident through coordinators/leads and school collaboration in creating and/or selecting learning opportunities that enable students to access and make progress in the GVC.

I: DOSp prescribes that all coordinators/leads become experts in World Class learning opportunities as evident through coordinators/leads and school collaboration in creating and/or selecting learning opportunities that enable students to access and make progress in the GVC.

1.5 DOSp inspires all coordinators/leads to take learner-centered risks.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

E: DOSp ensures that all coordinators/leads innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

PE: DOSp is developing capacity in all coordinators/leads to innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

I: DOSp prescribes that all coordinators/leads innovate by taking educated, learner-focused risks to improve teaching and learning aligned to World Class Education.

1.6 DOSp is a World Class teacher.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp teaches World Class professional development that models highly effective CITE standards 1-3.

E: DOSp facilitates World Class professional development that models highly effective CITE standards 1-3.

PE: DOSp creates the conditions where 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 – EVALUATION: DOSp coaches each coordinator/lead utilizing the evaluation process.

2.1 DOSp evaluates staff with fidelity.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp demonstrates expert understanding of each standard and element of the evaluation tool and consistently applies that understanding/expectation to the performance of each coordinator/lead.

E: DOSp holds all coordinators/leads to World Class performance standards as measured through the evaluation process.

PE: DOSp evaluates staff performance using the evaluation tool(s).

I: DOSp inconsistently interprets and/or applies the standards of performance among staff.

2.2 DOSp uses a body of evidence to evaluate staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with staff to gather, analyze, and interpret quantitative and qualitative data from multiple sources (including, but not limited to informal, regular school/classroom walk-throughs, instructional rounds, and formal observations of the staff) -- systemically collected throughout the year -- to identify themes found in their comprehensive evaluation of staff performance against the evaluation standards and elements.

E: DOSp gathers, analyzes, and interprets quantitative and qualitative data from multiple sources and weighs it in conjunction with evidence supplied by the staff member to make a comprehensive analysis of performance.

PE: DOSp uses a few data points (informal, classroom walk-throughs, and/or formal school observations) or data supplied by the staff member to make an analysis of performance.

I: DOSp evaluates staff using limited data.

2.3 DOSp differentiates staff coaching.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with each staff member to provide feedback (monitor and review) and create a personalized professional development plan aligned to the following: the individual staff goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.

E: DOSp coaches staff by collaboratively creating a professional development plan that is aligned to the individual staff member's goals based on a body of evidence, the school's vision and continuous improvement plans, the district's strategic plan, and all induction requirements for new staff.

PE: DOSp works with each staff member to create a professional development plan.

I: DOSp supports staff member with resources for improvement if necessary.

2.4 DOSp empowers all staff to lead.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers staff to identify needed improvement(s) and/or innovations and assume a leadership role within the building and throughout the district to facilitate positive change.

E: DOSp creates opportunities for staff 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: DOSp supports staff 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 members take on leadership possibilities (improvements and innovations) within the building or throughout the district.

2.5 DOSp protects the professional dignity of all staff by exercising confidentiality and discretion throughout the evaluation process.

④ Always ① Not always

2.6 DOSp holds all staff accountable for professional and ethical conduct (including abiding by laws, district policies and procedures).

④ Always ① Not always

Standard 3 – OPERATIONAL LEADERSHIP: Director of Special Education (DOSp) is a World Class operational leader.

3.1 DOSp inspires coordinators/leads to create and maintain environments that are safe.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to maintain physically and emotionally safe, well maintained, and student-centered environments in all schools and programs. DOSp exceeds all district safety protocols and proactively provides important input/feedback to district security team and/or district safety committee.

E: DOSp ensures that coordinators/leads maintain physically and emotionally safe, well maintained, and student-centered environments in all schools and programs. DOSp meets all district safety protocols and provides important input and feedback to district security team and district safety committee.

PE: DOSp is working with all coordinators/leads to maintain physically and emotionally safe, well maintained,

and student-centered environments in all schools and programs. DOSp follows district safety protocols and provides feedback to district security personnel as required.

I: DOSp prescribes that coordinators/leads maintain physically and emotionally safe, well maintained, and student-centered environments in all schools and programs. And/or, not all schools are physically and/or emotionally safe.

3.2 DOSp recruits, hires, and retains World Class coordinators/leads.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp demonstrates commitment to a World Class team by proactively hiring quality candidates, managing low performers, and retaining highly effective coordinators/leads.

E: DOSp works to hire quality candidates, manages low performers, and works to retain highly effective coordinators/leads.

PE: DOSp takes an active role in the hiring process of high quality coordinators/leads and works with low performers.

I: DOSp uses the available systems to post, interview, and select coordinators/leads.

3.3 DOSp creates and implements a stakeholder-based budget.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, student needs) to develop and prioritize a budget aligned to department and district goals, and demonstrates innovative approaches to maximize resources, taking ownership for implementation and ongoing monitoring.

E: DOSp ensures that a budget is developed and prioritized based on stakeholder input (schools, departments, student needs), that is aligned to department and district goals. DOSp takes ownership for implementation and ongoing monitoring.

PE: DOSp prescribes a budget that may be based on stakeholder input (schools, departments, student needs), or aligned to department and district goals. DOSp takes ownership for implementation and ongoing monitoring.

I: DOSp relies on stakeholders or other departments to ensure a budget is maintained and balanced.

3.4 DOSp models and inspires coordinators/leads to create systems for public relations.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. DOSp creates multiple avenues for input and feedback from all stakeholder groups.

E: DOSp ensures that coordinators/leads proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. DOSp creates avenues for input and feedback from stakeholder groups.

PE: DOSp is developing capacity in all coordinators/leads to proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. Feedback to DOSp from stakeholder groups is received through normal channels.

I: DOSp prescribes that coordinators/leads proactively provide information, updates, and progress regarding all improvement plans and school goals to all stakeholders using a variety of formats. DOSp communicates with stakeholders as required.

3.5 DOSp models and inspires coordinators/leads to be experts in restorative practices.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to develop and implement a restorative school community. DOSp models positive opportunities for coordinators/leads to restore relationships when they have been harmed.

E: DOSp ensures coordinators/leads develop and implement a restorative school community. DOSp models positive opportunities for coordinators/leads to restore relationships when they have been harmed.

PE: DOSp is developing capacity in all coordinators/leads to develop and implement a restorative school community. DOSp facilitates conflict resolution among various stakeholders as needed.

I: DOSp prescribes that coordinators/leads will develop and implement a restorative school community.

3.6 DOSp supports and inspires coordinators/leads to engage all stakeholders to understand and experience the unique qualities of their department.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers coordinators/leads to proactively engage all stakeholders to understand the unique qualities of their department by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their department's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

E: DOSp ensures that coordinators/leads proactively engage all stakeholders to understand the unique qualities of their department by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their department's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

PE: DOSp is developing capacity in all coordinators/leads to proactively engage all stakeholders to understand the unique qualities of their department by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their department's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

I: DOSp prescribes that coordinators/leads proactively engage all stakeholders to understand the unique qualities of their department by creating/using multiple systems/opportunities to communicate with, and inform all stakeholders about their department's teaching/learning beliefs and values, instructional practices, culture and climate, unique programs, schedules, and other relevant information in a format(s) that is clear, concise, and easily understood/accessible.

Standard 4 – LEADING CONTINUOUS IMPROVEMENT: Director of Special Education (DOSp) leads change through systems thinking for continuous improvement.

4.1 DOSp leads strategic, continuous improvement.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp leads strategic, continuous improvement through development and implementation of district vision, mission, goals, and strategic plan using a systems thinking approach. DOSp 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 district goals.

E: DOSp facilitates the strategic, continuous improvement through development and implementation of a district vision, mission, goals, and strategies while modeling a systems thinking approach. DOSp models systemic (or systems thinking – Peter Senge) leadership by aligning all work in the district.

PE: DOSp participates in the evaluation of district data to ensure or refine World Class improvement strategies as part each school's improvement efforts.

I: DOSp works in isolation to determine improvement strategies.

4.2 DOSp inspires stakeholders to create desired states for their departments/programs.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, the community) to proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all departments/programs to innovate and create a desired state – reevaluating and updating on a continuous basis.

E: DOSp ensures that stakeholders (schools, departments, the community) proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all schools to innovate and create a desired state – reevaluating and updating on a continuous basis.

PE: DOSp is developing capacity in all stakeholders (schools, departments, the community) to proactively

synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all departments/programs to innovate and create a desired state – reevaluating and updating on a continuous basis.

I: DOSp prescribes that stakeholders (schools, departments, the community) proactively synthesize current research and literature regarding world class education that facilitates a world class, constructivist opportunity for all departments/programs to innovate and create a desired state – reevaluating and updating on a continuous basis.

4.3 DOSp inspires stakeholders to systemically evaluate current state against desired state.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, the community) 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 maps the interrelatedness of forces impacting those root causes.

E: DOSp ensures that stakeholders (schools, departments, the community) 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 maps the interrelatedness of forces impacting those root causes.

PE: DOSp is developing capacity in all stakeholders (schools, departments, the community) 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 maps the interrelatedness of forces impacting those root causes.

I: DOSp prescribes that stakeholders (schools, departments, the community) 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 maps the interrelatedness of forces impacting those root causes.

4.4 DOSp inspires stakeholders to create a plan for innovation/change that employs high-leverage actions/strategies.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, the community) 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: DOSp ensures stakeholders (schools, departments, the community) 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.

PE: DOSp is developing capacity in all stakeholders (schools, departments, the community) 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.

I: DOSp prescribes that stakeholders (schools, departments, the community) 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.

4.5 DOSp inspires stakeholders to lead implementation of their plan for change.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, the community) to implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.

E: DOSp ensures that stakeholders (schools, departments, the community) implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as

necessary.

PE: DOSp is developing capacity in all stakeholders (schools, departments, the community) to implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.

I: DOSp prescribes that stakeholders (schools, departments, the community) implement innovative, high-leverage strategies for plan according to the timeline established, reflects on implementation, and makes changes as necessary.

4.6 DOSp inspires stakeholders to use multiple data points to assess impact of professional development throughout departments/programs.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp collaborates with and empowers stakeholders (schools, departments, the community) to employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

E: DOSp ensures that stakeholders (schools, departments, the community) employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

PE: DOSp is developing capacity in all stakeholders (schools, departments, the community) to employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

I: DOSp prescribes that stakeholders (schools, departments, the community) employ feedback mechanisms for professional development, including assessment of the professional development against CITE standards 1-3 and the actual implementation of that professional development throughout the district, for quality assurance and return on investment (ROI) analysis.

Standard 5 – PROFESSIONALISM: DOSp models professionalism.

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

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

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

E: DOSp remains up-to-date in current literature and research and uses that expertise to ensure that all school goals/strategies are focused on what is best for students in the 21st century. DOSp shares knowledge within buildings and works with stakeholders to implement changes and/or improvements.

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

I: DOSp tries to stay informed of current literature and best practices.

5.2 DOSp creates and implements personal professional growth plan.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp 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: evaluation, survey data, Professional Pathways goals, and school and district goals/priorities that are aligned to the district strategic plan. DOSp measures impact of all professional development in practice and reflects on growth/progress.

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

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

I: DOSp creates a personal professional growth plan unrelated to the evaluation, survey data, and/or school and district initiatives.

5.3 DOSp models professional relationships with all staff.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp differentiates instructional and operational leadership based on individual needs and knowledge of each staff member. DOSp has strong interpersonal skills, situational awareness, and remains professional in all interactions and communications.

E: DOSp differentiates interactions and establishes/maintains professional relationships with staff.

PE: DOSp remains professional with staff.

I: DOSp does not interact professionally with staff on a consistent basis.

5.4 DOSp models professional relationships with all stakeholders.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp differentiates instructional and operational leadership based on individual needs and knowledge of each stakeholder. DOSp has strong interpersonal skills, situational awareness, is an ambassador for the district, and remains professional in all interactions and communications.

E: DOSp differentiates interactions and establishes/maintains professional relationships with stakeholders.

PE: DOSp remains professional with stakeholders.

I: DOSp does not interact professionally with stakeholders on a consistent basis.

5.5 DOSp takes responsibility for all decisions affecting their departments/programs.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp seeks to understand, anticipates stakeholder 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 community.

E: DOSp 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 community.

PE: DOSp facilitates decision making, determines the best course of action and/or next steps.

I: DOSp responds and/or reacts to situations and makes decisions by determining the best course of action and/or next steps.

5.6 DOSp models the highest level of personal and professional integrity.

④ Always ① Not Always

Always: DOSp 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.

5.7 DOSp demonstrates professional and ethical conduct including following all laws and district policies and procedures.

④ Highly Effective ③ Effective ② Partially Effective ① Ineffective

HE: DOSp leads and models professional behavior throughout the district and community.

E: DOSp demonstrates professional behavior in meeting all expectations, both legal and district.

PE: DOSp is compliant with legal and district expectations.

I: DOSp does not meet legal and district expectations.