

Responsible:

Building:

Task:

Professional Growth Plan required

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

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

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Total Score for Practice 1

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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

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Does not provide evidence of monitoring IEP's. Does not submit monthly reports. Fails to attend meetings (IEP meetings or other meetings they are expected to attend). Does not offer support to teachers or follow-up on	<input type="radio"/> Identifies students and teachers associated with special education. Runs accurate monthly Goal View Reports to ensure that IEP's are up to date. Reviews submitted IEPs and provides written feedback to teaches on compliance as	<input type="radio"/> Documents efforts to ensure that teachers are fulfilling their responsibilities in completing IEP's in accordance with IDEA. Collaborates with school leadership. Reviews submitted IEPs and provides <i>timely</i> written feedback to	<input type="radio"/> Recognizes patterns in review of IEPs and offers targeted support to specific teachers. Based on information from review of IEPs. recommends program development and enhancements. Offers coaching and/or	<input type="radio"/>

	requests from teachers for information or assistance.	required by IDEA. Monitors the scheduling of planning meetings to facilitate the IEP plan.	teachers on compliance as required by IDEA.	mentoring as needed.	
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2.1 B. Facilitating Teacher/Staff Access required

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

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

required

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

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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
<input type="radio"/> Does not know about or fails to share information about best practices in providing services.	<input type="radio"/> Provides teachers with information about research-based services. Provides training on instruction, strategies, tools, accommodations, and/or modifications for students with disabilities.	<input type="radio"/> 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.	<input type="radio"/> 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.	<input type="radio"/>

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3.1 B. Monitoring programs, services, and resources implementation

required

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Has limited knowledge of special education programs, services and resources and the status of their implementation or success.	<input type="radio"/> Knows which special education programs, services and resources are being implemented. Offers basic-level training with minimal regard to specific needs.	<input type="radio"/> 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.	<input type="radio"/> 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.	<input type="radio"/>

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3.1 C. Collaboration

required

	Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
	<input type="radio"/> Minimal collaboration with teachers and staff.	<input type="radio"/> Collaborates with teachers/staff to ensure that students with disabilities have access to high quality education programs, services, and resources.	<input type="radio"/> 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.	<input type="radio"/> Facilitates collaboration among internal and external stakeholders to benefit students with disabilities.	<input type="radio"/>

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3.1 D. Monitoring IEP Implementation

required

	Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
	<input type="radio"/> Fails to monitor implementation of IEPs. Does not provide direct assistance to teacher/staff in implementation of IEP.	<input type="radio"/> Monitors IEP implementation . Discuss IEP implementation with teachers.	<input type="radio"/> 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. Provides direct	<input type="radio"/> Coaches and/or mentors to ensure teachers' successful implementation of IEPs in order to improve students outcomes.	<input type="radio"/>

			assistance to teachers in the implementation of students' IEPs when necessary and assists teachers in the implementation of student goals.	
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Indicator 3.2: Advocates for equitable services for students with disabilities within the school

3.2 A. Ensuring students' rights required

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Unaware of students' rights and/or fails to take action to protect students' rights.	<input type="radio"/> Advocates for equitable distribution of materials and books to all students, including students with disabilities.	<input type="radio"/> 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	<input type="radio"/> Promotes and advocates for collaboration among special education teachers, general education teachers and administrators to ensure appropriate, targeted strategies and services within the context of their special education programs.	<input type="radio"/>

rights are adhered to.

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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 required

	Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
	<input type="radio"/> Has limited knowledge or fails to share information about school-based and/or post-secondary transition services.	<input type="radio"/> 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.	<input type="radio"/> (Infant/Toddlers-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, Department of Labor, technical schools) partners to prepare students for and support post-secondary transition services. Identifies teachers who have not yet demonstrated proficiency and develops a plan to support them.	<input type="radio"/> Works with the teachers who have not yet demonstrated proficiency and provides individualized support, coaching, additional training and any needed guidance. Reviews school-based transition data (students' transition plans, IEPs and other relevant information) to determine whether the transitions have been successful. Makes recommendations prior to the school year based on review data. Ensures programs, equipment and services are in	<input type="radio"/>

				place to accommodate students prior to transition.	
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Total Score for Practice 3

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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
	<input type="radio"/> Fails to educate parents and teachers on IEP process requirements.	<input type="radio"/> Educates parents on IEP processes and requirements. Ensures collaboration between special education teachers and regular education teachers regarding student disabilities, how they affect student performance, and necessary accommodations.	<input type="radio"/> 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 announcements).	<input type="radio"/> Researches current policies to update existing training/workshops based on stakeholders' needs assessment.	<input type="radio"/>

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4.1 B. Evaluation required

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Fails to facilitate the timely completion of evaluations.	<input type="radio"/> 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 into Goal View.	<input type="radio"/> Facilitates the timely completion of evaluations/re-evaluations to establish that they are comprehensive in meeting the needs of the child.	<input type="radio"/> Ensures all evaluations /re-evaluations are completed in a timely manner.	<input type="radio"/>

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4.1 C. Placement required

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Determines placement	<input type="radio"/> Ensures relevant	<input type="radio"/> Facilitates development of	<input type="radio"/> Provides opportunities	<input type="radio"/>

	without holding multi-disciplinary IEP team meetings. Neglects to follow the continuum of placement options.	stakeholders are part of the multi-disciplinary IEP team meetings. Follows the continuum of placement options.	initial IEPs based on eligibility determination outcomes.	to support active participation of relative stakeholders.	
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4.1 D. Advocacy required

Unsatisfactory	Basic	Proficient	Distinguished	Not Selected
<input type="radio"/> Does not provide families with information and referrals to linking agencies. Neglects to educate stakeholders about students' right to FAPE.	<input type="radio"/> Provides families with resource information. Educates stakeholders about students' right to FAPE.	<input type="radio"/> Provides families with information and referrals to linking agencies (such Disability Rights as Vocational Rehab) in order to ensure student educational rights are adhered to.	<input type="radio"/> Maintains close relationships with linking agencies. Provides coordination and networking services between families and linking agencies.	<input type="radio"/>

Rationale for Score required

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Total Score for Practice 4

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