

# Evaluation Rubric

## Program Coordinator

### 1: Domain 1: Performance/Skills

#### 1a: Acquires working knowledge, complies with, and executes state and federal laws and regulations and MSSE policies

Excellent	Proficient	Needs Improvement	Unsatisfactory
Fully understands and complies with pertinent laws (i.e. IDEA, Section 504, Student Records Act); consistently follows MSSE policies.	Understands and complies with pertinent laws (i.e. IDEA, Section 504, Student Records Act); follows MSSE policies.	Demonstrates some understanding of pertinent laws and effort to comply; follows some MSSE policies.	Lacks understanding and/or compliance with pertinent laws (i.e. IDEA, Section 504, Student Records Act).

#### 1b: Monitors all special education programs (monitor #'s, review class listings, service delivery, etc. (D 3, D4, CC1b, CC1f, CC1h, CC1i, T1f)

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates initiative in tracking student numbers, balancing caseloads, and making recommendations for effective service delivery tailored to meet the needs of individual districts; supervises the delivery of services and advocates for programs that promote student achievement and well-being.	Tracks numbers of students, caseloads and makes recommendations for effective service delivery; supervises the delivery of services as it relates to promoting student achievement and well-being.	Inconsistently tracks student numbers, caseloads and/or makes recommendations for effective service delivery; provides limited supervision of the delivery of services.	Fails to keep track of student numbers, caseloads and/or adequately supervise the delivery of services.

#### 1c: Provides technical support to all building administrators and staff (D 2, D6, CC6k, CC7h, CC7g, CC7q, T11d)

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates extensive knowledge related to legal compliance and educational best practices, effectively articulates this with staff and is able to influence positive change; works collaboratively in providing support.	Demonstrates knowledge related to legal compliance and educational best practices and shares information with staff; works collaboratively in providing support.	Demonstrates some knowledge related to legal compliance and educational best practices; shares limited information with staff; attempts to work collaboratively in providing support.	Lacks sufficient knowledge related to legal compliance and educational best practices and/or fails to communicate information with staff; does not work collaboratively in providing support.

#### 1d: Maintains confidentiality in all matters (CC8i, T11j, T11k)

Excellent	Proficient	Needs Improvement	Unsatisfactory
Understands and does not breach confidentiality requirements as related to student and staff information.	N/A	N/A	Fails to abide by confidentiality requirements as related to student and staff information.

**1e: Exhibits effective communication techniques. (1,6,7)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Communicates enthusiasm through a positive attitude; excellent written and oral communication; uses a variety of communication modes.	Uses accurate written and oral communication; engages in positive interactions with all stakeholders.	Displays inconsistent oral and written communication; engages in positive communication with some stakeholders.	Displays poor written and oral communication; struggles to interact appropriately with others.

**1f: Develops/implements professional development programs (D 2, CC9b, CC9d, CC9e, T10h, T10i)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates innovation and creativity in working with administrative team to develop and deliver quality professional development in the region and across the cooperative that supports the MSSE mission.	Works with the administrative team to develop and deliver quality professional development in the region and across the cooperative that supports the MSSE mission.	Provides limited input into the development and delivery of professional development in the region and across the cooperative.	Does not work cooperatively with the administrative team and provides little input into professional development programs.

**1g: Collaborates with special education teachers regarding student progress (D4, CC7k, CC7l, CC7m, CC7n, CC7o, T9g)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Excellent oral and written communication on a regular basis that results in a positive collegial relationships focused upon improving student achievement and well-being.	Communicates regularly and effectively, both orally and in writing, with teachers to monitor student progress and to offer guidance/support; develops collegial relationships.	Inconsistently communicates, both orally and in writing, with teacher; offers limited guidance/support; develops working relationships that lack collegiality.	Communication with staff is insufficient in quantity and quality; fails to develop collegial relationships.

**1h: Assists in identification, diagnosis and placement of students with disabilities into appropriate educational programs in the least restrictive environment (D2, D4 CC3c, CC3h, CC3p, T8q, T8p)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates leadership in staying informed about evaluations and in positively impacting the placement of students in the least restrictive environment by developing mutually respectful and collaborative relationships with staff and administration.	Is informed of upcoming evaluations and collaborates with staff and administration to ensure the child is appropriately identified and receives services in the least restrictive environment.	Attempts to stay informed of upcoming evaluations and to work with staff to ensure the evaluation is completed and the child receives services.	Fails to keep informed of upcoming evaluations; is ineffective in working with staff and administration regarding identification, diagnosis and placement.

**1i: Monitors correct completion of IEPs (D4, CC3j, CC3k CC3n CC3o CC4r, CC4s, CC4u, T4s, T11h)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Regularly reviews IEPs online and/or attends IEP meetings; is proactive and takes initiative in training staff in correct completion of IEPs.	Regularly reviews IEPs online and/or attends IEP meetings and communicates needed corrections with staff in a timely and supportive manner.	Periodically reviews IEPs online and/or attends IEP meetings; communicates most corrections with staff.	Fails to regularly review IEPs online and/or does not regularly attend IEP meetings; inadequate communication with staff.

**1j: Accepts evaluation, redirection, and changes in a positive and professional manner and makes necessary changes**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Values professional growth as evidenced by actively seeking consultation to improve professional practice; professional development activities show direct link to evaluation information.	Maintains a positive and professional attitude in using evaluation information to grow professionally.	Generally receptive to evaluation information, but struggles to implement changes needed to improve.	Responds negatively and/or defensively to evaluation information; fails to use information for professional growth.

**1k: Assists in recruitment, selection, and recommendations for hiring and the assignment of special education personnel (D4, D6, CC1d, CC8h, T11g)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Actively participates in the employment process and is instrumental in the hiring process and assignment of staff.	Works cooperatively with the administrative team to employ qualified personnel and provides input into appropriate assignment of staff.	Assists as requested with the employment and assignment of staff.	Does not cooperatively participate in the employment and assignment of staff.

**1l: Participates in the evaluation process as appropriate to the collective bargaining agreement (D2, D6, T11a, T10g)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates skill in evaluating teachers and/or aides in a manner that promotes positive growth; evaluations are thorough and meaningful.	Demonstrates skill in evaluating teachers and/or aides that provides useful feedback; evaluations are complete and timely.	Lacks skill in evaluating staff in a manner that promotes growth; evaluations are minimally completed.	Evaluations not completed.

**1m: Pursues professional growth and development; keeps current with literature, research findings, and improved techniques; shares related information with professional colleagues (D1, D2, D6, CC8d, CC8j, T10h)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Has a professional growth plan (PGP) that supports the mission of the organization; actively seeks opportunities to learn and share information with staff.	Attends professional development activities related to individual goals and that support the organization's mission; reads professional articles; shares information with staff.	Attends professional development as required; occasionally shares pertinent information with staff.	Minimally pursues professional development activities; does not keep current with professional topics/issues and therefore is not positioned to share information with others.

**1n: Demonstrates knowledge of best practices and research-based instructional strategies (D1,D6, CC9e,T1f, T11i)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Actively looks for opportunities to share knowledge with staff and parents and is sought by staff as a resource on best practices and research-based strategies.	Shares knowledge with staff during consultations, team meetings, problem solving sessions, IEP meetings and in-services.	Shares knowledge with staff when requested.	Does not effectively share knowledge with staff and/or is not sought by staff as a resource on best practices and research-based strategies.

**1o: Uses technology-based productivity tools to function more effectively and efficiently**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Consistently uses available technology in completion of a variety of work-related tasks; looks for new ways to use technology and shares that information with others.	Uses available technology (Word, spreadsheets, PowerPoint, assessment tools, CRT Program) in completion of a variety of work-related tasks.	Limited use of technology in completion of work-related tasks.	Infrequent use or available technology and/or resistance to using technology in completion of work-related tasks.

**1p: Follows designated channels for resolving concerns (D3, T9a, T10gb T11k)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Fully understands and effectively uses the "chain of command" within districts and the cooperative to resolve concerns.	Understands and follows the "chain of command" within member districts and the cooperative.	Usually follows the "chain of command" within member districts and the cooperative.	Lacks understanding and/or does not follow "chain of command" within member districts and the cooperative.

**1q: Consults with classroom teachers to help them better understand and work with particular students, manage particular students, or manage particular classes of students (D4, D6, CC7p, CC7q, T10h)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Demonstrates effective use of consultation skills, assessment/evaluation results and knowledge of best practices to design and implement programs/strategies to positively impact student achievement and well-being.	Uses consultation skills, assessment/evaluation information and knowledge of best practices to develop appropriate interventions.	Occasionally confers with staff regarding assessment/evaluation information and how it relates to instruction as requested.	Fails to consult with staff and/or does not use assessment/evaluation results to inform instruction.

**1r: Is knowledgeable of research-based interventions and provides assistance to staff in the implementation of such interventions (D1,D4, D6, CC6k, CC4p T10f)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Has a repertoire of interventions and seeks opportunities to share such information with staff; actively participates in implementation of interventions and provides appropriate follow-up to staff.	Has knowledge of many interventions that are shared with staff formally and informally; assists with implementation.	Has limited knowledge of interventions and/or occasionally assists with implementation.	Lacks knowledge of interventions and/or does not assist with implementation.

**1s: Facilitates communication with parents, teachers, and administrators (D1,D7, CC7p, T7j)**

Excellent	Proficient	Needs Improvement	Unsatisfactory
Employs great skill in creating conditions conducive to positive communication between various stakeholders, particularly at IEP meetings.	Demonstrates skill in fostering positive communication between various stakeholders, particularly at IEP meetings.	Struggles with facilitating communication between various stakeholders, particularly at IEP meetings.	Does not facilitate communication between various stakeholders, particularly at IEP meetings.

**1t: Demonstrates strong interpersonal skills, responsive to the interest and needs of parents, students, staff, and member school districts (D1,D7, CC7k, T9j, T9k)**

<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Is highly effective in establishing collaborative relationships at all levels and is able to bring together resources to meet the unique needs of various stakeholders.	Develops collaborative relationships and is able to work effectively with a variety of individuals in a variety of settings; Understands the priorities of the district and the culture of the school building.	Develops working relationships in most settings; struggles to identify district priorities.	Has difficulty building collaborative relationships and/or is not effective in working with a variety of individuals. Lacks understanding of the school culture and district priorities.

**1u: Demonstrates professional responsibility**

<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Adeptly meets and conducts assigned duties promptly in the locations and at the times designated; work is thorough and exemplary in nature.	Meets and conducts assigned duties promptly in the locations and at the times designated; is accurate and punctual with required reports, records, and communication.	Inconsistently meets and conducts assigned duties as expected; inconsistent completion of reports, records and communication.	Is frequently late to work and/or is not accurate and/or punctual with required work.

**1v: Demonstrates professional conduct**

<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Maintains professional appearance and excellent attendance; is consistently punctual.	Maintains professional appearance and good attendance; is generally punctual.	Inconsistent professional appearance and/or frequent absences and/or frequent tardiness.	Inconsistent professional appearance and/or frequent absences and/or frequent tardiness.

**1w: Completes duties as assigned by the Executive Director or Assistant Director (T11o, CC8f)**

<b>Excellent</b>	<b>Proficient</b>	<b>Needs Improvement</b>	<b>Unsatisfactory</b>
Demonstrates commitment to promoting the organization and being a synergetic member of the administrative team; willingly completes duties as assigned.	Works as a positive contributor to the administrative team and willingly completes duties as assigned.	Works with the administrative team as required; completes duties as assigned in a cursory manner.	Struggles with working as part of the administrative team; assigned duties not completed.