

**Special Education Teacher Growth Rubric**

**Domain I: Lesson Design**

**Standard 1: Lessons are aligned to the Mississippi College, Career Ready Standards, and/or the Mississippi Alternate Academic Achievement Standards (as appropriate) and represent a coherent sequence of learning**

<b>4</b>	<p>Lessons include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• <b>HLP11</b> are fully aligned to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) and students' long-/short-term learning goals</li> <li>• <b>HLP11-13</b> are part of a coherent sequence of learning <b>with ample evidence of identifying prerequisites</b>, adapting curriculum based on student needs, and making connections explicit</li> <li>• <b>HLP 1-2</b> reflect collaboration with general education teachers, support staff, <b>and families</b></li> </ul>
<b>3</b>	<p>Lessons include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• <b>HLP11</b> are <b>fully aligned</b> to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) <b>and</b> students' long-/short-term learning goals</li> <li>• <b>HLP11-13</b> are part of a <b>coherent sequence</b> of learning <b>with ample evidence of</b> identifying prerequisites, adapting curriculum based on student needs, and making connections explicit</li> <li>• <b>HLP 1-2</b> reflect collaboration with general education teachers and support staff</li> </ul>
<b>2</b>	<p>Lessons include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• <b>HLP11</b> are <b>partially aligned</b> to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) <b>or</b> students' long-/short-term learning goals</li> <li>• <b>HLP11-13</b> are part of a <b>ineffective sequence</b> of learning <b>with limited evidence of</b> identifying prerequisites, adapting curriculum based on student needs, and making connections explicit</li> </ul>
<b>1</b>	<p>Lessons include student learning outcomes and instructional activities that:</p> <ul style="list-style-type: none"> <li>• <b>HLP11</b> are <b>not aligned</b> to the Mississippi College and Career Ready Standards and the Mississippi Alternate Academic Achievement Standards (as appropriate) <b>or</b> students' long-/short-term learning goals</li> <li>• <b>HLP11-13</b> are <b>not part of a coherent sequence</b> of learning <b>with limited or no evidence of</b> identifying prerequisites, adapting curriculum based on student needs, and making connections explicit</li> </ul>

**Examples of evidence include, but are not limited to, the following:**

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| <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• IEPs (accommodations, modifications, related services, and goals)</li> <li>• PLC meeting agendas to build interdependent relationships and connections across courses, grade-levels, units of instruction, and specially-designed instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Progress monitoring data of students' response to specific strategies</li> <li>• Results of formative or summative assessment</li> <li>• Modified text complexity</li> <li>• Use of content enhancements, graphic organizers, guided notes, mnemonic devices</li> </ul> |
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**Standard 2: Lessons have high levels of learning for all students as indicated through general and specialized curriculum to inform instructional decisions for students with disabilities**

<b>4</b>	<p>Lessons provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> <li>• <b>HLP15</b> effective scaffolding, coaching, and modeling through visual, verbal, and written supports that are gradually removed when no longer needed</li> <li>• <b>HLP4</b> use of multiple data sources to diagnose student strengths and needs in collaboration with general and special education colleagues</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>HLP20</b> clear targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs</li> <li>• <b>HLP6</b> differentiation that <b>empowers students to make decisions</b> based on IEP goals</li> <li>• <b>HLP4</b> use of multiple data sources to diagnose student strengths and needs in collaboration with general and special education colleagues</li> <li>• HLPs11-12 relevant connections to students' prior knowledge</li> <li>• <b>opportunities for students to choose challenging tasks and instructional materials</b></li> </ul>
3	<p><b>Lessons provide assignments and activities that contain the following components:</b></p> <ul style="list-style-type: none"> <li>• <b>HLP15</b> appropriate scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts</li> <li>• <b>HLP4</b> use of <b>multiple</b> data sources to diagnose student strengths and needs in collaboration with general <b>and</b> special education colleagues</li> <li>• <b>HLP20</b> <b>clear targeted</b> goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs</li> <li>• <b>HLP6</b> differentiation based on students' IEP goals and benchmarks</li> <li>• <b>HLPs11-12</b> relevant connections to students' prior knowledge</li> </ul>
2	<ul style="list-style-type: none"> <li>• <b>HLP15</b> <b>appropriate</b> scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts</li> <li>• <b>HLP4</b> use of data to diagnose student strengths and needs in collaboration with general or special education colleagues</li> <li>• <b>HLP20</b> <b>unclear connections</b> to targeted goals for students in lessons/instruction/services and/or practice opportunities that <b>misalign</b> with individual student strengths and needs</li> <li>• <b>HLP6</b> <b>some</b> differentiation based on students' IEP goals and benchmarks</li> <li>• <b>HLPs11-12</b> adequate connections to students' prior knowledge</li> </ul>
1	<ul style="list-style-type: none"> <li>• <b>HLP15</b> <b>inadequate</b> scaffolding, coaching, and modeling through visual, verbal, and written supports as students learn skills or concepts</li> <li>• <b>HLP4</b> <b>little or no</b> use of data to diagnose student strengths and needs in collaboration with general or special education colleagues</li> <li>• <b>HLP20</b> <b>unclear connections</b> to targeted goals for students in lessons/instruction/services and practice opportunities that align with individual student strengths and needs</li> <li>• <b>HLP20</b> <b>rare connections</b> to targeted goals for students in lessons/instruction/services and/or <b>limited</b> practice opportunities</li> <li>• <b>HLP6</b> <b>little or no</b> differentiation based on students' IEP goals and benchmarks</li> <li>• <b>HLPs11-12</b> limited connections to students' prior knowledge</li> </ul>
<p><b>Examples of evidence include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Formative/summative/functional behavior/progress monitoring data, work samples, behavior logs, family information</li> <li>• PLC meeting agendas to build interdependent skills and concepts</li> <li>• IEPs (accommodations, modifications, related services, and goals)</li> <li>• Use of content enhancements and modifications (graphic organizers, guided notes, mnemonic devices, highlighting essential content, removing distractors, etc.)</li> </ul>	

**Domain II: Student Understanding**

**Standard 3: Assists students in self-regulation and monitors generalization of learning**

<b>4</b>	<ul style="list-style-type: none"> <li>• <b>HLP16-Regularly</b> opens the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression</li> <li>• <b>HLP6-Uses a variety of assessments</b> to effectively monitor student learning and progress</li> <li>• <b>HLP14-Provides ample</b> and effective opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts</li> <li>• <b>HLPs8,22-Provides</b> students with timely, positive, and goal-directed feedback in the student’s mode of communication (verbal, nonverbal, or written)</li> <li>• <b>HLP20-Creates</b> opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals</li> <li>• <b>HLP21-Collaborates with others so that students use learned skills in situations other than the original learning environment and in the absence of ongoing instruction</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>HLP16-Opens</b> the lesson with a clear introduction and review, model of skills and cognitive strategies, and/or provides clear explanation of concepts, depending on where the teacher is in a learning progression</li> <li>• <b>HLP6-Uses</b> formative assessments to <b>effectively</b> monitor student learning and progress</li> <li>• <b>HLP14-Provides effective</b> opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts</li> <li>• <b>HLPs8,22-Provides</b> students with <b>timely, positive, and goal-directed feedback</b> in the student’s mode of communication (verbal, nonverbal, or written)</li> <li>• <b>HLP20-Creates</b> opportunities for students to apply teacher and peer feedback to improve performance, enhance learning, and/or reach behavior goals</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>HLP16-Inconsistently</b> opens the lesson with an introduction and review, model of skills and cognitive strategies, and/or provides explanation of concepts that is sometimes unclear, depending upon where the teacher is in a learning progression</li> <li>• <b>HLP6-Uses</b> formative assessments to <b>adequately</b> monitor student learning and progress</li> <li>• <b>HLP14-Provides adequate</b> opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts</li> <li>• <b>HLPs8,22-Provides</b> students <b>with limited or non-specific feedback</b> in the student’s mode of communication (verbal, nonverbal, or written)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>HLP16-Often does not</b> deliver lessons that are coherent, containing a clear opening, review, model, and sufficient practice opportunity</li> <li>• <b>HLP6-Inadequately</b> monitors student learning and progress</li> <li>• <b>HLP14-Provides inadequate</b> opportunities for students to monitor their own learning through explicit modeling of strategies to solve problems, regulate attention, organize materials, and/or regulate thoughts</li> <li>• <b>HLPs8,22-Provides</b> students with <b>little feedback</b> or it is <b>not</b> in the student’s mode of communication (verbal, nonverbal, or written)</li> </ul>

**Examples of evidence include, but are not limited to, the following:**

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| <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• IEPs (accommodations, modifications, related services, and goals)</li> <li>• Use of content enhancements, graphic organizers, guided notes, mnemonic devices</li> </ul> | <ul style="list-style-type: none"> <li>• Formative/summative/functional behavior assessments, work samples, behavior logs, family information</li> <li>• Samples of verbal, nonverbal, and written feedback via quotes, actions, and pictures</li> </ul> |
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**Standard 4: Provides multiple ways for students to make meaning of content by using explicit instructional strategies**

**4** The teacher moves **all** students to a deeper understanding of content through:

- **HLP18**-a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- **HLP17**-flexible grouping to promote extended academic interactions and collaborative work
- Prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- **HLP19**-multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- Providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

**3** The teacher moves **almost all** students to a deeper understanding of content through:

- **HLP18**-a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- **HLP17**-flexible grouping to promote extended academic interactions and collaborative work
- Prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- **HLP19**-multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- Providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

**2** The teacher moves **most** students to a deeper understanding of content through:

- **HLP18**-a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- **HLP17**-flexible grouping to promote extended academic interactions and collaborative work
- Prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- **HLP19**-multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- Providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests

**1** The teacher **does not move or moves few** students to a deeper understanding of content through:

- **HLP18**-a variety of teacher-led, peer-assisted, self-regulated, and/or technology-supported strategies
- **HLP17**-flexible grouping to promote extended academic interactions and collaborative work
- Prompts, partial clues, reminders of the strategy or rule, and/or examples of the concept as needed to support students' attainment of the learning goal
- **HLP19**-multiple means of representation, expression, and engagement using principles of Universal Design for Learning
- Providing opportunities for students to demonstrate connections between what they are learning and how it connects to their personal and professional goals/interests
- Collaboration (teacher and student) in learning partnerships in and beyond the classroom

**Examples of evidence include, but are not limited to, the following:**

- Formative/summative/functional behavior assessment data, work samples, behavior or observation logs
- Student work samples
- Teacher modeling and fading scaffolds (i.e. examples/non-examples)
- Variation in resources provided
- Assistive technology
- Student responses (verbally, written, and observed)
- Small group and individualized instruction
- Lesson plans

**Domain III: Culture and Learning Environment**

**Standard 5: Manages a learning-focused classroom community and productive learning environments for students with disabilities**

<b>4</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Creates effective routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice</li> <li>• <b>HLP7</b>-Consistently and intentionally plans to prevent misbehavior through positive behavioral interventions and supports</li> <li>• <b>HLPs17,20</b>-Defines methods for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings</li> <li>• Designs learning environments (e.g., physical, climate, time allowance) that result in <b>student ownership</b> of individual and group activities</li> <li>• <b>HLP9</b>-Teaches social skills intentionally, including using explicit instruction strategies <b>and specific replacement behaviors</b>, to support student learning of skills required for students to work with others in the classroom while working toward student independence</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Creates <b>effective</b> routines in the learning environment specific to the nature of the specialized classroom, individual need, and support services with specific expectations and opportunities for students to practice</li> <li>• <b>HLP7</b>-Consistently and intentionally plans to prevent misbehavior through positive behavioral interventions and supports</li> <li>• <b>HLPs17, 20</b>-<b>Defines methods</b> for ensuring individual behavioral and academic success in one-to-one, small-group, and large-group settings</li> <li>• Designs learning environments (e.g., physical, climate, time allowance) that result in <b>all students'</b> engagement in individual and group activities</li> <li>• <b>HLP9</b>-<b>Teaches social skills intentionally</b>, including using explicit instruction strategies, to support student learning of skills required for students to work with others in the classroom while working toward student independence</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Has developed <b>some</b> classroom routines, but routine procedures are <b>not smoothly executed</b> and do not appear to be developed based upon students' needs</li> <li>• <b>HLP7</b>-<b>Inconsistently plans</b> to prevent misbehavior through positive behavioral interventions and supports</li> <li>• <b>HLPs17,20</b>-Is unable to clearly communicate intention and purpose for <b>some</b> rules, routines, procedures, or grouping schemes</li> <li>• Designs learning environments (e.g., physical, climate, time allowance) that result in <b>most</b> students' engagement</li> <li>• <b>HLP9</b>-<b>Rarely</b> plans for and teaches social skills explicitly <b>but sometimes attempts</b> to teach social skills relevant to a particular situation or "teachable moment"</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-<b>Does not</b> effectively utilize classroom routines and procedures</li> <li>• <b>HLP7</b>-<b>Rarely or does not</b> plan to prevent misbehavior through positive behavioral interventions and supports</li> <li>• <b>HLPs 17,20</b>-Is unable to clearly communicate intention and purpose for <b>most</b> rules, routines, procedures, or grouping schemes</li> <li>• Learning environments (e.g., physical, climate, time allowance) are <b>not intentionally planned</b> and result in <b>some or few</b> students' engagement</li> <li>• <b>HLP9</b>-<b>Does not</b> plan for and teach social skills explicitly <b>or punishes misbehavior</b> but does not teach appropriate behavior/skills to replace misbehavior</li> </ul>

**Examples of evidence include, but are not limited to, the following:**

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- Time on task counts (number of engaged students at defined time intervals)
- Visible rules and routines
- Teacher/student quotes explaining expectations
- Learning center (in-person) or learning management system (virtual) organization
- Student work samples
- Students can answer, “Where am I supposed to be? What am I supposed to be doing? How long should I be doing this?”
- Assistive technology
- Behavior modification charts
- Adaptations of physical or virtual learning environment based on students’ needs
- IEP goals

### Standard 6: The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning

<b>4</b>	<ul style="list-style-type: none"> <li>• <b>HLP19</b>-Effectively adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning</li> <li>• Maximizes time such students <b>always</b> have something meaningful to do</li> <li>• <b>HLP7</b>-Creates an environment where students <b>consistently</b> execute transitions, routines, and procedures in an orderly and efficient manner <b>with minimal to no direction or narration from the teacher</b></li> <li>• <b>HLP7</b>-<b>Engages students in setting classroom routines and procedures</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>HLP19</b>-<b>Effectively</b> adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning</li> <li>• Maximizes time such students <b>always</b> have something meaningful to do</li> <li>• <b>HLP7</b>-Creates an environment where students <b>consistently</b> execute transitions, routines, and procedures in an orderly and efficient manner with direction and narration from the teacher</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>HLP19</b>-<b>Adequately</b> adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning</li> <li>• Allows <b>brief periods of time</b> when students do not have something meaningful to do</li> <li>• <b>HLP7</b>-Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner <b>only some of the time</b> with direction and narration from the teacher</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>HLP19</b>-<b>Inadequately</b> adapts the physical environment and maximizes resources (including assistive technology and visual content displays as appropriate) to support student learning</li> <li>• Allows <b>significant periods of time</b> when students do not have something meaningful to do</li> <li>• <b>HLP7</b>-Creates an environment where students <b>do not</b> execute transitions, routines, and procedures in an orderly and efficient manner</li> </ul>

#### Examples of evidence include, but are not limited to, the following:

- Adaptations of physical or virtual learning environment based on students’ needs
- Visual content displays (graphic organizers, content maps, etc.)
- Assistive technology
- Learning center (in-person) or learning management system (virtual) organization
- Students can answer, “Where am I supposed to be? What am I supposed to be doing? How long should I be doing this?”
- Teacher quotes articulating positive behavior interventions and supports
- IEP goals

### Standard 7: Creates and maintains a classroom of respect for all students

<b>4</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Communicates respectfully to all students</li> <li>• <b>HLP17</b>-Provides <b>ample and</b> effective opportunities for peer learning and/or flexible grouping</li> <li>• <b>HLP8</b>-Demonstrates a strong positive relationship with all students and uses effective techniques to deescalate student behavior whenever appropriate</li> <li>• <b>HLP18</b>-<b>Promote and model</b> age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Communicates respectfully to <b>all</b> students</li> <li>• <b>HLP17</b>-Provides <b>effective</b> opportunities for peer learning and/or flexible grouping</li> </ul>



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<b>2</b>	<ul style="list-style-type: none"> <li>• <b>HLP8</b>-Demonstrates a strong positive relationship with <b>all</b> students <b>and</b> uses <b>effective</b> techniques to deescalate student behavior whenever appropriate</li> <li>• <b>HLP18</b>-<b>Effectively</b> employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-Communicates respectfully to students <b>with rare exceptions</b></li> <li>• <b>HLP17</b>- Provides <b>adequate</b> opportunities for peer learning and/or flexible grouping</li> <li>• <b>HLP8</b>-Demonstrates a strong positive relationship with <b>some</b> students <b>and/or</b> uses <b>ineffective</b> techniques to deescalate students' behavior</li> <li>• <b>HLP18</b>-<b>Adequately</b> employs age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>HLP7</b>-<b>Often communicates disrespectfully</b> with students</li> <li>• <b>HLP17</b>-<b>Rarely or never</b> uses peer support and flexible grouping strategies</li> <li>• <b>HLP8</b>-<b>Does not</b> demonstrate a strong positive relationship with students and/or <b>does not</b> use techniques to deescalate students' behavior</li> <li>• <b>HLP18</b>-<b>Inadequately or does not</b> employ age-appropriate and culturally responsive teaching practices to foster student engagement across learning environments</li> </ul>
<p><b>Examples of evidence include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>• Teacher quotes articulating positive behavior interventions and supports</li> <li>• Teacher and student quotes praising each other</li> <li>• Teacher uses a "tell-show-practice" format, crisis prevention technique, or other explicit methods of social skill delivery)</li> <li>• Students can answer, "Where am I supposed to be? What am I supposed to be doing? How long should I be doing this?"</li> <li>• Length of time for teacher-directed learning versus peer-learning or flexible grouping</li> <li>• Behavior modification charts and/or plans</li> </ul>	

### Domain IV: Professional Responsibilities

#### Standard 8: Engages in professional learning and complies with reporting requirements

<b>4</b>	<ul style="list-style-type: none"> <li>• Proactively seeks out, participates in, <b>and shares</b> professional learning to improve practice based on observer feedback</li> <li>• <b>HLP1</b>-Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development</li> <li>• <b>HLPs2,5</b>-<b>Promotes</b> and adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion</li> <li>• Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements</li> <li>• <b>Promotes understanding</b> of federal, state, and local policies/mandates regarding identifying and educating students with disabilities <b>among students, families, and professionals</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Proactively seeks out</b> and participates in professional learning to improve practice <b>based on</b> observer feedback</li> <li>• <b>HLP1</b>-Fully integrates into professional practice the knowledge gained in professional learning communities, collaboration with peers and leadership, and focused professional development</li> <li>• <b>HLP2,5</b>-Adheres to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion</li> <li>• Maintains confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements</li> <li>• <b>Demonstrates understanding</b> of federal, state, and local policies/mandates regarding identifying and educating students with disabilities</li> </ul>

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2	<ul style="list-style-type: none"> <li>Participates in required professional learning and applies <b>some</b> observer feedback to improve practice</li> <li>Applies knowledge gained from professional learning but does not fully integrate the new information</li> <li><b>HLP2,5-Adheres</b> to standards of professional practice regarding IEP compliance, including IEP meeting organization, individual goal development, and paperwork completion <b>with oversight</b></li> <li><b>Maintains</b> confidentiality of information except when information is released under specific conditions of written consent and statutory confidentiality requirements</li> <li><b>Demonstrates limited understanding</b> of federal, state, and local policies/mandates regarding identifying and educating students with disabilities</li> </ul>
1	<ul style="list-style-type: none"> <li>Participates in required professional learning, but applies <b>little or no</b> observer feedback to improve practice</li> <li>Does not apply knowledge gained from professional learning</li> <li><b>HLP2,5-Occasionally does not adhere</b> to standards of professional practice regarding IEP compliance including IEP meeting organization, individual goal development, and paperwork completion</li> <li><b>Violates</b> confidentiality of information</li> <li><b>Does not</b> demonstrate understanding of federal, state, and local policies/mandates</li> </ul>
<p><b>Examples of evidence include, but are not limited to, the following:</b></p> <ul style="list-style-type: none"> <li>Professional learning agendas or session registrations</li> <li>PLC meeting agendas</li> <li>Past PGS observation feedback and evidence of implementation</li> <li>IEP team meeting agendas</li> <li>Emails or other communication documenting IEP compliance and completion</li> <li>Emails or other communication responding to requests for student information</li> </ul>	
<p><b>Standard 9: Collaborates with families/guardians and professionals</b></p>	
4	<ul style="list-style-type: none"> <li><b>HLP1-Proactively initiates</b> and collaborates with administrators, general educators, related service providers, paraprofessionals, families, and community agencies using a variety of methods</li> <li><b>HLP3-Partners</b> with families or guardians to coordinate learning between home and school</li> <li><b>HLP2-Organizes</b> and facilitates effective meetings with professionals and families to establish mutual expectations for students’ instructional and/or behavioral outcomes</li> <li><b>HLP3-Includes students in meetings (as appropriate) to develop IEP goals, including behavior goals, and encourages families/student to self-advocate</b></li> </ul>
3	<ul style="list-style-type: none"> <li><b>HLP1-Collaborates</b> with administrators, general educators, related service providers, paraprofessionals, and families <b>using a variety of methods</b></li> <li><b>HLP3-Partners</b> with families or guardians <b>to coordinate learning</b> between home and school</li> <li><b>HLP2-Organizes</b> and facilitates <b>effective</b> meetings with professionals and families to <b>establish mutual expectations</b> for students’ instructional and/or behavioral outcomes</li> </ul>
2	<ul style="list-style-type: none"> <li><b>HLP1-Collaborates</b> with administrators, general educators, related service providers, paraprofessionals, and families <b>only when required</b></li> <li><b>HLP3-Communicates</b> with families/guardians <b>reactively</b> concerning student academic progress and development, and outreach is <b>mostly for intervention or corrective reasons</b></li> <li><b>HLP2-Organizes and facilitates required meetings with professionals and families</b></li> </ul>
1	<ul style="list-style-type: none"> <li><b>HLP1-Minimally or does not</b> collaborate with administrators, general educators, related service providers, and paraprofessionals as required</li> <li><b>HLP3-Rarely or never</b> communicates with families/guardians</li> </ul>
<p><b>Examples of evidence include, but are not limited to, the following:</b></p>	



## PROFESSIONAL GROWTH SYSTEM (PGS) RUBRIC

- IEP meeting agendas and sign in sheets
- Frequency and nature of communication using a learning management system or secure apps
- Individualized family services plan, as appropriate
- PLC and/or Leadership Team meeting agendas to build interdependent relationships and connections across courses, grade-levels, units of instruction, and specially-designed instruction
- Newsletters and/or invitations to school events

DRAFT