

SCHOOL DISTRICT OF GADSDEN COUNTY

MATHEMATICS PROGRAM SPECIALIST

PERFORMANCE APPRAISAL

Name _____ Position _____

School / Dept. _____ School Year _____

1. SERVICE DELIVERY

Category Definitions

1. Provide site-based training in conducting and participating in professional learning communities.
2. Provide direct support to schools, classrooms, and teachers through personal visitation/observation, demonstration teaching and training in transformational reform best practices.
3. Provide leadership in planning and implementing a variety of extended opportunities for student learning and recognition.
4. Provide reports, as required, to the principal, Turnaround Office, or Differentiated Accountability team.
5. Identify and disseminate information to teachers regarding best transformational practices in classroom instruction, assessment, technology, equity, and staff development.
6. Participate fully in professional development and facilitate the transformation of research-based knowledge into useful tools for integration into the transformation reform process.
7. Assist instructional coaches and teachers in planning, sequencing, and scaffolding of instruction.
8. Facilitate the integration of mathematics skills/strategies and technology into reading, language arts, social studies, science, mathematics, and elective-level courses.
9. Serve as a member of school literacy leadership teams.
10. Provide community and parent training in embedding mathematics instruction in the home.
11. Develop a written plan for each School Improvement Grant school.
12. Develop a professional development program linked to mathematics for each School Improvement Grant school.
13. Provide continual support to classroom teachers and principals according to each school's written intervention plan.
14. Monitor progress of implementation activities and progress toward instructional activities on a monthly basis.

Source Code (circle choices)

- | | | | | | |
|----------------------------------|----------------------------|------------------------------|--|--------------------------|-----------------------------|
| A. Behavioral Event
Interview | B. Direct
Documentation | C. Indirect
Documentation | D. Training
Programs
Competency
Acquisition | E. Evaluatee
Provided | F. Confirmed
Observation |
|----------------------------------|----------------------------|------------------------------|--|--------------------------|-----------------------------|

Rating Code (circle one)

Unsatisfactory	Needs Improvement	Effective	Very Effective	Outstanding
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MATHEMATICS PROGRAM SPECIALIST (Continued)

2. EMPLOYEE QUALITIES/RESPONSIBILITIES

Category Definitions

15. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
16. Identify potential problems and issues and take appropriate action to address them.
17. Facilitate problem-solving by individuals and groups.
18. Model the routine, intentional, and effective use of technology in daily work, including communications, organization, and management tasks.
19. Model high standards of professional conduct.

Source Code (circle choices)

- | | | | | | |
|-------------------------------|-------------------------|---------------------------|---|-----------------------|--------------------------|
| A. Behavioral Event Interview | B. Direct Documentation | C. Indirect Documentation | D. Training Programs Competency Acquisition | E. Evaluatee Provided | F. Confirmed Observation |
|-------------------------------|-------------------------|---------------------------|---|-----------------------|--------------------------|

Rating Code (circle one)

- | | | | | |
|----------------|-------------------|-----------|----------------|-------------|
| Unsatisfactory | Needs Improvement | Effective | Very Effective | Outstanding |
|----------------|-------------------|-----------|----------------|-------------|

3. SYSTEM SUPPORT

Category Definitions

20. Serve on special task forces and advisory groups.
21. Support instructional initiatives required to support improved academic achievement.
22. Participate in cooperative long-range planning with School Improvement Planning teams.
23. Serve as a liaison between the principal and the Turnaround Office.
24. Facilitate the collaboration between teachers, teams, and parents.
25. Promote the overall effectiveness of the organization by performing tasks and sharing responsibilities of other members of the department during peak periods or when there is an overload of duties.

Source Code (circle choices)

- | | | | | | |
|-------------------------------|-------------------------|---------------------------|---|-----------------------|--------------------------|
| A. Behavioral Event Interview | B. Direct Documentation | C. Indirect Documentation | D. Training Programs Competency Acquisition | E. Evaluatee Provided | F. Confirmed Observation |
|-------------------------------|-------------------------|---------------------------|---|-----------------------|--------------------------|

Rating Code (circle one)

- | | | | | |
|----------------|-------------------|-----------|----------------|-------------|
| Unsatisfactory | Needs Improvement | Effective | Very Effective | Outstanding |
|----------------|-------------------|-----------|----------------|-------------|

MATHEMATICS PROGRAM SPECIALIST (Continued)

4. WORKSITE SERVICE STANDARDS

Control Dimension

*(26) Support principals to ensure high-quality implementation of each school’s educational design, including standards, assessments, instructional guidelines, and school culture.

Student growth and achievement, the work ethic, fostering and developing professional image, collaboration and affirmative networking, systemic and systematic preparation for function delivery, interpersonal interaction, teammanship and communication skills, translating organizational purpose into observable behavior and others.

(Special Note)

An effective or higher rating is required in this job context category in order to be eligible for an overall effective or higher rating.

Source Code (circle choices)

- | | | | | | |
|--------------------------------------|--------------------------------|----------------------------------|--|------------------------------|---------------------------------|
| A. Behavioral Event Interview | B. Direct Documentation | C. Indirect Documentation | D. Training Programs Competency Acquisition | E. Evaluatee Provided | F. Confirmed Observation |
|--------------------------------------|--------------------------------|----------------------------------|--|------------------------------|---------------------------------|

Rating Code (circle one)

- | | | | | |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|
| Unsatisfactory | Needs Improvement | Effective | Very Effective | Outstanding |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

MATHEMATICS PROGRAM SPECIALIST (Continued)

5. ASSESSMENT AND OTHER SERVICES

Control Dimension

- 27. Develop leadership in subordinates.
- 28. Assist in the administration and interpretation of mathematics progress monitoring and diagnostics and keep accurate records of the scores.
- 29. Assist in formal and informal assessments and interpretation of the results.
- 30. Assist in the review of student mathematics portfolios.
- 31. Serve as a liaison to outside agencies in order to articulate the transformational reform model in order to articulate the mission of the district.
- 32. Establish assessment procedures in collaboration with other Program Specialists, school personnel, and district staff.
- 33. Perform other duties as assigned.

(Special Note)

An effective or higher rating is required in this job context category in order to be eligible for an overall Effective or higher rating.

Source Code (circle choices)

- | | | | | | |
|--------------------------------------|--------------------------------|----------------------------------|--|------------------------------|---------------------------------|
| A. Behavioral Event Interview | B. Direct Documentation | C. Indirect Documentation | D. Training Programs Competency Acquisition | E. Evaluatee Provided | F. Confirmed Observation |
|--------------------------------------|--------------------------------|----------------------------------|--|------------------------------|---------------------------------|

Rating Code (circle one)

- | | | | | |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|
| Unsatisfactory | Needs Improvement | Effective | Very Effective | Outstanding |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

MATHEMATICS PROGRAM SPECIALIST (Continued)

OVERALL RATING: (enter total scores)

Input from parents and teachers was collected and analyzed in preparation of this report.

Unsatisfactory _____ **Needs Improvement** _____ **Effective** _____ **Very Effective** _____ **Outstanding** _____

Comments of the Evaluatee:

This evaluation has been discussed with me: Yes _____ No _____

Signature of Evaluatee **Date**

Comments of the Evaluator:

Signature of Evaluator **Date**