

## SCHOOL DISTRICT OF GADSDEN COUNTY

### PERFORMANCE APPRAISAL

#### BEHAVIOR SPECIALIST

Name \_\_\_\_\_ Position \_\_\_\_\_

School / Dept. \_\_\_\_\_ School Year \_\_\_\_\_

#### I. PLANNING/PREPARATION

##### Category Definitions

- (1) Create or select long-range plans based on district goals, school goals, and student profiles.
- (2) Define goals and objectives for program effectiveness
- (3) Develop or select behavioral intervention activities which will foster behavioral change.

##### Source Code (circle choices)

<b>A. Behavioral Event Interview</b>	<b>B. Direct Documentatio n</b>	<b>C. Indirect Documentatio n</b>	<b>D. Training Programs Competency Acquisition</b>	<b>E. Evaluatee Provided</b>	<b>F. Confirmed Observation</b>
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##### Rating Code (circle one)

<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Effective</b>	<b>Very Effective</b>	<b>Outstanding</b>
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## BEHAVIOR SPECIALIST (Continued)

### 2. ADMINISTRATIVE/MANAGERIAL

#### Category Definitions

- (4) Establish and maintain effective and efficient record keeping procedures.
- (5) Manage time effectively
- (6) Develop routines and efficient techniques for minimizing time required for administrative and organizational activities.
- (7) Manage materials and equipment effectively.
- (8) Organize materials for efficient distribution and collection.
- (9) Supervise volunteers and paraprofessionals as assigned.
- (10) Assist in the enforcement of school rules, administrative regulations, and School Board Rules.
- (11) Use technology resources effectively.
- (12) Establish and maintain a positive, organized, and safe environment for students.
- (13) Maintain a clean and attractive learning environment.
- (14) Establish and use behavior management techniques which are appropriate and effective.
- (15) Establish routines and procedures and work with students to ensure that they are consistently followed.

#### Source Code (circle choices)

- |  |   |   |  |                                  |                                     |
|--|---|---|--|----------------------------------|-------------------------------------|
| <b>A. Behavioral<br/>Event<br/>Interview</b> | <b>B. Direct<br/>Documentatio<br/>n</b> | <b>C. Indirect<br/>Documentatio<br/>n</b> | <b>D. Training<br/>Programs<br/>Competency<br/>Acquisition</b> | <b>E. Evaluatee<br/>Provided</b> | <b>F. Confirmed<br/>Observation</b> |
|--|---|---|--|----------------------------------|-------------------------------------|

#### Rating Code (circle one)

- |                       |                          |                  |                       |                    |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|
| <b>Unsatisfactory</b> | <b>Needs Improvement</b> | <b>Effective</b> | <b>Very Effective</b> | <b>Outstanding</b> |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

### 3. ASSESSMENT/EVALUATION

#### Category Definitions

- (16) Use ongoing assessment to monitor student progress and verify that techniques applied are working effectively.
- (17) Provide feedback to students about the appropriateness of responses and quality of work with a focus on improving student behavior.
- (18) Perform behavioral assessment and provide interventions as required for students. This includes the following:
  - a) Identification and analysis of specific behaviors to be targeted for reduction.
  - b) Develop and implement individualized behavior management plans as needed.
- (19) Maintain a behavior log for all students assigned to in-school suspension (ISSP).

#### Source Code (circle choices)

- |  |   |   |  |                                  |                                     |
|--|---|---|--|----------------------------------|-------------------------------------|
| <b>A. Behavioral<br/>Event<br/>Interview</b> | <b>B. Direct<br/>Documentatio<br/>n</b> | <b>C. Indirect<br/>Documentatio<br/>n</b> | <b>D. Training<br/>Programs<br/>Competency<br/>Acquisition</b> | <b>E. Evaluatee<br/>Provided</b> | <b>F. Confirmed<br/>Observation</b> |
|--|---|---|--|----------------------------------|-------------------------------------|

#### Rating Code (circle one)

- |                       |                          |                  |                       |                    |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|
| <b>Unsatisfactory</b> | <b>Needs Improvement</b> | <b>Effective</b> | <b>Very Effective</b> | <b>Outstanding</b> |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

## BEHAVIOR SPECIALIST (Continued)

### 4. INTERVENTION/DIRECT SERVICES

#### Control Dimension

- (20) Demonstrate knowledge and understanding of behavior intervention strategies.
- (21) Communicate high expectation for behavior change to all students.
- (22) Apply principals of learning and effective behavior intervention delivery.
- (23) Implement and maintain classroom-wide behavior management program including the following:
  - a. Giving prosocial and proacademic points to students.
  - b. Assist in preparation and delivery of all reinforcement contingencies (good behavior rewards).
  - c. Conduct problem solving session while students are being served in In-school Suspension Programs.

(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)

- |  |   |   |  |                                  |                                     |
|--|---|---|--|----------------------------------|-------------------------------------|
| <b>A. Behavioral<br/>Event<br/>Interview</b> | <b>B. Direct<br/>Documentatio<br/>n</b> | <b>C. Indirect<br/>Documentatio<br/>n</b> | <b>D. Training<br/>Programs<br/>Competency<br/>Acquisition</b> | <b>E. Evaluatee<br/>Provided</b> | <b>F. Confirmed<br/>Observation</b> |
|--|---|---|--|----------------------------------|-------------------------------------|

Rating Code (circle one)

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

### 5. COLLABORATION

#### Control Dimension

- (24) Communicate with parents, students, and professional colleagues in a professional and understandable manner regarding student progress while receiving services.
- (25) Collaborate with students, parents, school staff, and other appropriate persons to assist in meeting students' needs.
- (26) Provide accurate and timely information to parents and students about academic and behavioral performance of students.
- (27) Work with teachers in designing special activities and in sharing ideas and resources.
- (28) The behavior specialist is generally not responsible for providing academic instruction, but can assist with reinforcement of instruction as long as his/her primary responsibility to the behavioral program is being met.
- (29) Interact regularly with the ESE classroom teachers and provide information about the behavioral progress of ESE students assigned to ISSP.

(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)

- |  |   |   |  |                                  |                                     |
|--|---|---|--|----------------------------------|-------------------------------------|
| <b>A. Behavioral<br/>Event<br/>Interview</b> | <b>B. Direct<br/>Documentatio<br/>n</b> | <b>C. Indirect<br/>Documentatio<br/>n</b> | <b>D. Training<br/>Programs<br/>Competency<br/>Acquisition</b> | <b>E. Evaluatee<br/>Provided</b> | <b>F. Confirmed<br/>Observation</b> |
|--|---|---|--|----------------------------------|-------------------------------------|

Rating Code (circle one)

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

## BEHAVIOR SPECIALIST (Continued)

### 5. STAFF DEVELOPMENT

#### Control Dimension

- (30) Engage in continuing improvement of professional knowledge and skills
- (31) Assist others in acquiring knowledge and understanding of behavior management techniques.
- (32) Establish and implement and Individual Professional Development Plan.

(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)

<b>G. Behavioral Event Interview</b>	<b>H. Direct Documentation</b>	<b>I. Indirect Documentation</b>	<b>J. Training Programs Competency Acquisition</b>	<b>K. Evaluatee Provided</b>	<b>L. Confirmed Observation</b>
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Rating Code (circle one)

Unsatisfactory
Needs Improvement
Effective
Very Effective
Outstanding

### 5. PROFESSIONAL RESPONSIBILITIES

#### Control Dimension

- (33) Model professional and ethical conduct and adhere at all times to the Code of Ethics and Principals of Professional Conduct.
- (34) Perform all professional responsibilities.
- (35) Prepare required reports and maintain all appropriate records.
- (36) Maintain confidentiality of student and other professional information.
- (37) Comply with policies, procedures, and programs.
- (38) Exercise appropriate professional judgment.
- (39) Support school improvement initiatives by actively participating in school activities, services, and programs.
- (40) 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)

<b>M. Behavioral Event Interview</b>	<b>N. Direct Documentation</b>	<b>O. Indirect Documentation</b>	<b>P. Training Programs Competency Acquisition</b>	<b>Q. Evaluatee Provided</b>	<b>R. Confirmed Observation</b>
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Rating Code (circle one)

Unsatisfactory
Needs Improvement
Effective
Very Effective
Outstanding

BEHAVIOR 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 \_\_\_\_\_

Comments of the Evaluator:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluatee Date

\_\_\_\_\_  
Signature of Evaluator Date