

SCHOOL DISTRICT OF GADSDEN COUNTY

SECONDARY READING 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 reading 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 literacy instruction in the home.
- (11) Develop a written plan for each School Improvement Grant school.
- (12) Develop a professional development program linked to reading for each School Improvement Grant school, including implementation of Next Generation Content Area Reading-Professional Development (NGCAR-PD) across all subject areas.
- (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
----------------	-------------------	-----------	----------------	-------------

SECONDARY READING 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 |
|----------------|-------------------|-----------|----------------|-------------|

SECONDARY READING PROGRAM SPECIALIST (Continued)

4. WORKSITE SERVICE STANDARDS

Category Definitions

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

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

5. ASSESSMENT AND OTHER SERVICES

Category Definitions

- (27) Develop leadership in subordinates.
- (28) Assist in the administration and interpretation of reading 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 reading 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.

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

SECONDARY READING PROGRAM SPECIALIST (Continued)

<u>OVERALL RATING: (enter total scores)</u>	
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 _____ Signature of Evaluator _____ Date _____
Comments of the Evaluator: _____ _____ _____ _____	