

SCHOOL DISTRICT OF GADSDEN COUNTY

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION

PERFORMANCE APPRAISAL

Name _____ Position _____

School / Dept. _____ School Year _____

1. PLANNING / PREPARATION

Category Definitions

1. Participate in school student study team planning sessions.
2. Make short- and long-term plans, making schools aware of schedule.
3. Assist with the preparation of alternative learning activities for special needs.
4. Use test results to assist in planning strategies for Exceptional Student Education (ESE) students that will enhance strengths in learning.

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 |
|----------------|-------------------|-----------|----------------|-------------|

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION (Continued)

2. ADMINISTRATIVE / MANAGEMENT

Category Definitions

- 5. Assist the Director of Exceptional Student Education in the implementation of ESE programs.
- 6. Assist in writing special program and procedures for exceptional students.
- 7. Coordinate specific programs and / or any combination of the following: speech, language and hearing programs, pre-kindergarten handicapped programs, multi-district programs for hearing impaired and physically handicapped.
- 8. Monitor the operation of ESE programs in the schools to ensure compliance with federal, state and county laws and regulations.
- 9. Use appropriate technology to enhance record keeping and quick retrieval of student information.

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. ASSESSMENT / EVALUATION

Category Definitions

- 10. Assist schools with annual review procedures.
- 11. Interpret test results for teachers, parents and other educational personnel.
- 12. Assess student achievement by monitoring test scores, behavior patterns and observations.
- 13. Monitor and assess mainstreaming effectiveness.

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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION (Continued)

4. INTERVENTION / DIRECT SERVICES

Category Definitions

- 14. Serve as the District’s local education agency representative for eligibility staffings, placements, change in programs, development of Individual Education Plans (IEPs), annual reviews and dismissals.
- 15. Assist schools with scheduling and data entry of exceptional students.
- 16. Assist with referrals from private schools and other agencies.
- 17. Interpret and explain psycho-educational evaluations.
- 18. Facilitate ESE programs and paperwork at schools.
- 19. Provide technical support for teachers and other school personnel working with ESE students.

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. COLLABORATION

Category Definitions

- 20. Serve as resource person to parents, school personnel and agencies.
- 21. Mediate between school and parents.
- 22. Facilitate meetings with school student study teams.
- 23. Provide consultation and diagnostics at alternative sites as needed.
- 24. Serve as ESE representative on committees.
- 25. Participate in meetings to discuss law changes, unique cases and other relevant staffing needs.
- 26. Serve as contact person for assigned program areas.

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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION (Continued)

6. STAFF DEVELOPMENT

Category Definitions

- 27. Participate in county-wide inservice.
- 28. Assist in providing training for ESE and regular education teachers, paraprofessionals and other school personnel.
- 29. Attend state meetings as resources are available and share information with peers, teachers and staff.

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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

7. PROFESSIONAL RESPONSIBILITIES

Category Definitions

- 30. Maintain an objective position as child’s advocate.
- 31. Document recommendations, implementation and test results.
- 32. Submit accurate reports in a timely manner and maintain all appropriate records.
- 33. Maintain confidentiality of student records.
- 34. Maintain effective interpersonal relationships and communication with students, parents, school personnel and community.
- 35. 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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION (Continued)

8. STUDENT GROWTH / ACHIEVEMENT

Control Dimension

36. Ensure that student growth / achievement is continuous and appropriate for materials and age group. Indicators may include: placement, case history and follow-up reports, standardized tests, documented parent participation, analysis reports, student study team reports and student academic and / or discipline records.

Provide leadership in the implementation of the Sunshine State Standards, Florida Writes, Florida Comprehensive Assessment Test (FCAT) and other tests designed and adopted to measure student achievement.

(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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

9. ASSESSMENT AND OTHER SERVICES

Control Dimension

The use of the adopted performance appraisal system for instructional and other employees.

The accurate and timely filing of all school reports.

The completion of required professional development services.

The analyzing and reporting of the results of the School Improvement Teams' efforts on student performance.

Assist in establishing and maintaining a positive collaborative relationship with the students' families to increase student achievement.

(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 |
|-----------------------|--------------------------|------------------|-----------------------|--------------------|

COORDINATING SPECIALIST, EXCEPTIONAL STUDENT EDUCATION (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**