SCHOOL DISTRICT OF GADSDEN COUNTY

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR

PERFORMANCE APPRAISAL

Name _____ **Position** _____

School / Dept. _____ **School Year**_____

1. PLANNING / PREPARATION

Category Definitions
1. Participate in planning and developing transition programs and disability / transition services to students and families.
2. Establish short- and long-range plans based on pre-kindergarten disabled student needs, District, state and federal requirements.
3. Plan intervention strategies that are clearly related to identified needs.

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

PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

2.   ADMINISTRATIVE / MANAGEMENT

Category Definitions

4. Implement, monitor and evaluate the disabilities services of the Pre-Kindergarten Program according to the Performance Standards and program policies and procedures.
5. Implement, monitor and evaluate the Pre-Kindergarten Transition Plan.
6. Implement, monitor and evaluate the nutrition services of the Pre-Kindergarten Program according to the Performance Standards and program policies and procedures.
7. Assist in the development of the budget to assure funds are available to meet the specific needs identified in a child's IEP.

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

8. Use appropriate evaluation instruments, convey results and recommend interventions.
9. Participate in the screening and assessment process to assure children needing special services are identified and receive needed services in a timely manner.
10. Recognize overt indicators of distress or abuse and take appropriate intervention, referral or reporting action.
11. Access student records on a need-to-know basis and protect their confidentiality.
12. Assist in early identification of pre-kindergarten students' school-related problems.

Source Code (circle choices)

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PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

4. INTERVENTION / DIRECT SERVICES

Category Definitions

13. Attend all appropriate staffing and IEP meetings of pre-kindergarten children and assure all required documentation is obtained.
14. Provide parents with update / summary of disability services received by the child through pre-kindergarten.
15. Monitor pre-kindergarten programs to verify that federal and state mandates are carried out as outlined in the Performance Standards and program policies and procedures.

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5. COLLABORATION

Category Definitions

16. Coordinate with other agencies and departments to provide services to pre-kindergarten children with disabilities.
17. Keep other agency staff apprised of parent issues and assist staff in designing and implementing a comprehensive well-integrated plan for parent involvement that crosses all services areas.
18. Collaborate with other pre-kindergarten personnel as scheduled.
19. Assist teachers in identifying children who show signs of possible mental health problems.

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PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

6. STAFF DEVELOPMENT

Category Definitions

20. Initiate and participate in inservice training and research relevant to position.
21. Demonstrate professional growth and continuous improvement of professional knowledge and skills.
22. Inform school personnel how disability / transition services may be used in planning and evaluating pre-kindergarten programs for students and procedures for referrals or assistance.

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7. PROFESSIONAL RESPONSIBILITIES

Category Definitions

23. Collect data and report on the program's progress.
24. Establish and maintain continuous professional relationships with Exceptional Education, community and social agencies.
25. Keep appointments and follow up on commitments.
26. Maintain effective interpersonal relationships and communication with students, parents and staff.
27. Submit accurate reports in a timely manner and maintain all appropriate records.
28. Keep abreast of latest research relating to pre-kindergarten student needs.
29. Perform other duties as assigned.

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PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

8. STUDENT GROWTH / ACHIEVEMENT

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Control Dimension

30. Conduct disability / transition services program in a manner which ensures that student growth / achievement is continuous and appropriate for age group and / or student program classification. Indicators may include: case history and follow-up reports, criterion and norm-referenced standardized tests, professional team interaction and analysis reports, documented parent interaction, student discipline records and others as deemed appropriate by the District and / or required by adopted pre-kindergarten curriculum standards.

Ensure that student growth / achievement is continuous and appropriate school wide. Indicators may include: Teacher made tests, criterion and norm-referenced standardized tests, portfolio assessment, professional team interaction and analysis reports, documented parent interaction, student discipline records, and others as deemed appropriate by the district and / or required by adopted curriculum standards.

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.

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Source Code (circle choices)

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PRE-KINDERGARTEN DISABILITY / TRANSITION SERVICES COORDINATOR (Continued)

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.

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Rating Code (circle one)

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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:
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_____
_____
_____

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

_____
Signature of Evaluatee   **Date**

Comments of the Evaluator:
_____
_____
_____
_____

_____
Signature of Evaluator   **Date**