****Employee's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check one: [ ] Probationary Year 1 [ ] Probationary Year 2 [ ] Permanent

| **PERFORMANCE AREA** | **[U] Unsatisfactory** | **[N] Needs improvement** | **[M] Meets Expectations** | **[E] Exceeds Expectations** | **1st Rating** | **Final Rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **1 – Attendance** | Coordinator misses more than 15% of each work month which results in missing timelines and noncompliance. Limits contact with students. Limits communication with staff for collaboration and other support. | Coordinator misses more than 10% of each work month which results in missing timelines and noncompliance. Limits contact with students. Limits communication with staff for collaboration and other support. | Coordinator misses less than 10% of each work month. Timelines are met. Coordinator attendance supports frequent contact with students and communication with staff for collaboration. Supports implementation of tiered interventions across the school site. | Coordinator misses no more than 5% of each work month. Timelines are met. Coordinator attendance supports consistent contact with students and communication with staff for collaboration. Supports implementation of tiered interventions across the school site. |  |  |
| **2- Work relationships** | Coordinator’s interactions with students, staff, parents, and community are negative or inappropriate. Coordinator violates confidentiality. Coordinator fails to communicate, or communicates in an insensitive manner, with families and staff.  Coordinator’s interactions with students, parents, school personnel and community agencies demonstrate a lack of respect for the cultural and developmental differences among individuals and groups of stakeholders. | Coordinator’s interactions with students, staff, parents, and community are sometimes negative or inappropriate. Coordinator’s communication with families and staff is partially successful: there are occasional gaps in cultural competence.  Coordinator’s interactions with students, parents, school personnel and community agencies demonstrate limited respect of the cultural and developmental differences among individuals and groups of stakeholders. | Coordinator’s interactions with students, staff, parents, and community are consistently positive and respectful. Coordinator displays high standards of integrity and confidentiality in interactions with colleagues, students, and the public. Coordinator communicates with families and staff securing necessary consent for evaluations and does so through a lens of cultural competence.  Coordinator’s interactions with students, parents, school personnel and community agencies are respectful of the cultural and developmental differences among individuals and groups of stakeholders. | Students, staff, parents, and community seek out the Coordinator, reflecting a high degree of comfort and trust in the relationship. Coordinator consistently holds the highest standards of honesty, integrity, and confidentiality.  Coordinator communicates with families and families securing necessary consent for records to support interventions. Coordinator reaches out to families and staff to enhance trust and empowers and supports families to function as advocates for themselves and their children.  Coordinator’s interactions with students, parents, school personnel and community agencies are respectful of the cultural and developmental differences among individuals and groups of stakeholders. |  |  |
| **3 - Supports and services** | Coordinator lacks knowledge and skill in selecting and using appropriate therapeutic techniques to meet the individual needs of each student through short-term individual and/or group counseling.  Coordinator fails to demonstrate the ability to plan, implement, and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance.  Coordinator fails to seek out appropriate resources to meet the needs of students and families and does not follow up to ensure successful connections have occurred.  Coordinator fails to share knowledge of resources with staff and families.  Coordinator fails to inform stakeholders of the referral procedures for meetings and consultations with community and district partners.  Coordinator lacks knowledge of laws and regulations that guide clinical procedures. | Coordinator uses limited knowledge and skill in selecting and using appropriate therapeutic techniques to meet the individual needs of each student through short-term individual and/or group counseling.  Coordinator inconsistently demonstrates the ability to plan, implement, and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance.  Coordinator inconsistently seeks out appropriate resources to meet the needs of students and families and inconsistently follows up to ensure successful connections have occurred.  Coordinator requires prompting to share knowledge of resources with staff and families.  Coordinator inconsistently informs all stakeholders of the referral procedures for meetings and consultations with community and district partners.  Coordinator demonstrates limited knowledge of laws and regulations that guide clinical procedures. | Coordinator uses a breadth of knowledge and skill in selecting and using appropriate therapeutic techniques to meet the individual needs of each student through short-term individual and/or group counseling and does so through a lens of cultural competence.  Coordinator consistently demonstrates the ability to plan, implement and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance.  Coordinator seeks out appropriate resources to meet the needs of students and families and follows up to ensure successful connections have occurred.  Coordinator proactively shares knowledge of resources with staff and families.  Coordinator consistently informs all stakeholders of the referral procedures for meetings and consultations with community and district partners.  Coordinator demonstrates knowledge of laws and regulations that guide clinical procedures. | Coordinator uses a breadth and depth of knowledge and skill in selecting and using appropriate therapeutic techniques to meet the individual needs of each student through short-term individual and/or group counseling and does so through a lens of cultural competence.  Coordinator consistently demonstrates the ability to plan, implement and monitor multi-tiered, evidence-based interventions that are designed to improve academic and behavioral performance.  Coordinator independently seeks out a variety of appropriate resources to meet the needs of students and families and follows up to ensure successful connections have occurred.  Coordinator’s knowledge of resources for students is extensive, and they proactively share knowledge of resources with staff and families.  Coordinator consistently informs all stakeholders of the referral procedures for meetings and consultations with community and district partners and ensures appropriate follow through at the site level.  Coordinator demonstrates extensive knowledge of laws and regulations that guide clinical procedures. |  |  |
| **4 - Monitors and maintains timelines** | Coordinator fails to maintain timelines and documentation of all communication for compliance purposes.  Coordinator fails to maintain adequate and accurate documentation in the student information system in order to support tiered interventions.  Coordinator fails to respond to referrals, consult with staff, and collect necessary documentation.  Coordinator fails to demonstrate adequate time management skills and does not accomplish all tasks associated with the role. | Coordinator inconsistently maintains timelines and documentation of all communication for compliance purposes.  Coordinator inconsistently maintains adequate and accurate documentation in the student information system in order to support tiered interventions. Coordinator infrequently responds to referrals, consults with staff, and collects necessary documentation in a timely manner.  Coordinator inconsistently demonstrates adequate time management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders that includes students, parents, school personnel and community agencies. | Coordinator consistently maintains timelines and documentation of all communication for compliance purposes.  Coordinator maintains adequate and accurate documentation in the student information system in order to support tiered interventions. Coordinator responds to referrals, consults with staff, and collects necessary documentation in a timely manner.  Coordinator demonstrates adequate time management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders that includes students, parents, school personnel and community agencies. | Coordinator consistently maintains timelines and documentation of all communication for compliance purposes with fidelity. Coordinator maintains extensive and accurate documentation in the student information system in order to support tiered interventions.  Coordinator proactively responds to referrals, consults with staff, and collects necessary documentation in a timely manner.  Coordinator demonstrates excellent time management skills, accomplishing all tasks associated with the role, integrated in a timely manner. |  |  |
| **5 - Record Keeping** | Coordinator’s records are in disarray; they are missing, incomplete and insecure. Coordinator’s records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed. | Coordinator’s records are inconsistent and not stored in a secure location. Coordinator inconsistently collects and/or inconsistently maintains documentation negatively impacting the ability to monitor student progress or to adjust intervention as needed. | Coordinator’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. Coordinator collects and maintains relevant documentation to support follow through on student interventions. | Coordinator’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. They are written in a detailed manner to be understandable to another qualified professional.  Coordinator collects and maintains relevant data to support follow through on student interventions. |  |  |
| **6 - Initiative/**  **Dependability** | Coordinator resists engaging in professional development and following through on supervisor’s directives. | Coordinator participates in some professional development when asked. Coordinator follows through with some supervisor’s directives as related to the role of the coordinator. | Coordinator willingly participates and seeks out professional development opportunities. Coordinator follows through with supervisor’s directives as related to the role of the coordinator. | Coordinator willingly participates and seeks out professional development opportunities; bringing back information to teach others at site or District level. Coordinator follows through with all supervisor’s directives as related to the role of the coordinator. |  |  |
| **7 - Professional Collaboration** | Coordinator fails to collaborate with staff regarding the supports and services for our students.  Fails to collaborate with colleagues to contribute insights and  seek feedback.  Coordinator fails to initiate and maintain collaboration with staff and community agencies to communicate and support the needs of children and families. | Coordinator collaborates inconsistently with staff regarding the supports and services for our students.  Collaborates inconsistently with colleagues to contribute insights and seek feedback.  Coordinator infrequently initiates and maintains collaboration with staff and community agencies to communicate and support the needs of children and families. | Coordinator collaborates frequently with staff regarding the supports and services for our students.  Collaborates with colleagues to contribute insights and seeks feedback.  Coordinator initiates and maintains collaboration with staff and community agencies to communicate and support the needs of children and families. | Coordinator collaborates consistently with staff regarding the supports and services for our students.  Collaborates with colleagues to contribute specific, evidence-based insights and seeks feedback.  Coordinator consistently initiates and maintains collaboration with staff and community agencies to communicate and support the needs of children and families. |  |  |
| **8 - Community Engagement** | Coordinator declines to maintain contact with mental health service providers. | Coordinator maintains inconsistent and only occasional contact with mental health service providers. | Coordinator maintains ongoing contact with mental health and other community service providers that support an awareness and understanding of the student’s strengths and challenges. | Coordinator maintains ongoing contact with mental health and other community agencies that support an awareness and understanding of the student’s strengths and challenges. Coordinator initiates contact and seeks supports or training when needed for the school community. |  |  |
| **9 - Participates in department/staff meetings** | Coordinator avoids being involved in department/school staff meetings. | Coordinator is sometimes involved in department/ school staff meetings. | Coordinator actively participates and engages in department/school staff meetings. | Coordinator actively participates and engages in department/ school staff meetings.  Coordinator seeks opportunities to educate staff/peers at department/school staff meetings. |  |  |

**Rev. Apr 2024 JN**

**Any combination of the following performance measures may be used:**

* **Observation(s)**
* **Peer feedback**
* **Parent or guardian feedback**
* **Site administrator feedback**
* **Student support documentation**

**First Meeting Date:**

**Comments:**

**Final Meeting Date:**

**Comments:**

**I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within three (3) working days, and such response will be attached to and become a permanent part thereof.**

**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator’s Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employee’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**