****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** | Program Specialist misses more than 15% of each work month which results in missing timelines and noncompliance. Also limits communication with necessary staff for collaboration, IEPs and other supports.  | Program Specialist misses more than 10% of each work month which results in missing timelines and noncompliance. Limits communication with necessary staff for collaboration, IEPs and other supports. | Program Specialist misses less than 10% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community.  | Program Specialist misses no more than 5% of each work month. Timelines are met. Communication with staff supports completion of IEPs and other supportive actions for the school community. |  |  |
| **2- Work relationships** | Program Specialist’s interactions with students, staff, parents, and community are negative or inappropriate. Program Specialists violates confidentiality. Program Specialist fails to communicate, or communicates in an insensitive manner, with families and staff. | Program Specialist’s interactions with students, staff, parents, and community are sometimes negative or inappropriate. Program Specialist’s communication with families and staff is partially successful: there are occasional gaps in cultural competence. | Program Specialist’s interactions with students, staff, parents, and community are consistently positive and respectful. Program Specialist displays high standards of integrity, and confidentiality in interactions with colleagues, students, and the public. Program Specialist communicates with families and staff, securing necessary consent for records and evaluations, and does so through a lens of cultural competence. | Students, staff, parents, and/or community seek out the Program Specialist, reflecting a high degree of comfort and trust in the relationship. Program Specialist consistently holds the highest standards of honesty, integrity, and confidentiality. Program Specialist communicates with families securing necessary consent for records and evaluations, and does so through a lens of cultural competence. Program Specialist reaches out to families and staff to enhance trust. |  |  |
| **3 - Interpretation of Assessment**  | Program Specialist demonstrates little or no knowledge and skill in selecting and using appropriate assessment tools to guide the evaluation students. | Program Specialist uses limited knowledge and skill in selecting and using appropriate assessments to guide the evaluation process for students. i.e., uses the same assessments regardless of individual needs. | Program Specialist uses and recommends appropriate assessment tools based on the referral question(s) and student record review to support the analysis of the academic assessments to aide in appropriate recommendations for identified strengths and challenges.  | Program Specialist uses a wide range of assessments that are appropriate for, and based on, the referral question(s) and student record review to evaluate level of student functioning, disability and to help determine eligibility decisions. Program Specialist demonstrates comprehensive use of the District academic assessment template and procedures.  |  |  |
| **4 - Supports timelines and federal and state regulations** | Program Specialist demonstrates little or no knowledge of governmental regulations and resources for students available through the school and district. Does not maintain timelines or document all communication for compliance purposes. | Program Specialist displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources in the community. Inconsistently maintains timelines and inconsistently documents all communication for compliance purposes.  | Program Specialist demonstrates knowledge of governmental regulations and resources for students available through the school, district, and community. Maintains timelines and documents all communication for compliance purposes.  | Program Specialist’s knowledge of governmental regulations and resources for students is extensive and is willing to work with families to find alternative resources and/or supports as needed. Program Specialist follows all established safeguards, maintains timelines, and documents all communication for compliance purposes; and works with assessment team to do so as well. |  |  |
| **5 - Record Keeping**  | Program Specialist’s records are in disarray. When requested Program Specialist is not able to provide the requested documents.  | Program Specialist’s records are not accurate and not stored in a secure location. When requested Program Specialist is not able to provide the requested documents in completion.  | Program Specialist’s records are accurate, well organized, and comprehensive. When requested Program Specialist is able to provide the requested documents in completion.  | Program Specialist’s records are accurate, well organized, and comprehensive. They are written to be understandable to another qualified professional. When requested Program Specialist is able to provide the requested documents in completion.  |  |  |
| **6 – Initiative / Dependability** | Program Specialist resists engaging in professional development and following through on administrative directives. | Program Specialist participates in some professional development when asked. Program Specialist follows through with some administrative directives and duties as assigned.  | Program Specialist willingly participates and seeks out professional development opportunities. Program Specialist follows through with all administrative directives and duties as assigned.  | Program Specialist willingly participates and seeks out professional development opportunities; bringing back information to teach others at site or District level. Program Specialist follows through with all administrative directives and duties as assigned. |  |  |
| **7 - Professional Collaboration**  | Program Specialist fails to consult with colleagues or to tailor supports for identified student and staff needs.  | Program Specialist consults on a limited basis with colleagues. Inconsistent attempts to tailor supports for identified student and staff needs.  | Program Specialist consistently consults with colleagues; tailoring supports for identified student and staff needs.  | Program Specialist consults frequently with colleagues, contributing specific insights and tailoring supports for identified student and staff needs.  |  |  |
| **8 - Community Engagement** | In support of teachers and other special education staff Program Specialist declines to maintain contact with community agencies in support of staff and student needs.  | In support of teachers and other special education staff Program Specialist maintains occasional contact with community agencies in support of staff and student needs.  | In support of teachers and other special education staff Program Specialist maintains ongoing contact with community agencies in support of staff and student needs. Provides supports in alignment with an understanding of the student’s strengths and challenges. | In support of teachers and other special education staff Program Specialist maintains ongoing contact with community agencies in support of staff and student needs. Provides supports in alignment with an understanding of the student’s strengths and challenges.Program Specialist initiates contact and seeks supports or training through community engagement when needed. |  |  |
| **9 - Participates in department and/or staff meetings** | Program Specialist does not attend~~s~~ or become involved in school and district events and department/staff meetings. | Program Specialist infrequently attends or becomes involved in school and district events and department/staff meetings when requested. | Program Specialist participates actively in school and district events and department/staff meetings as demonstrated by verbal and or written participation and /or involvement. | Program Specialist makes a substantial contribution to school and district events and department/staff meetings as demonstrated by verbal and or written participation and /or involvement. Program Specialist seeks opportunities to educate staff/peers at department/school staff meetings. |  |  |

**Rev. Dec 2023 DJ**

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

* **Observation(s)**
* **Peer feedback**
* **Parent or guardian feedback**
* **Site administrator feedback**
* **Immediate supervising special education 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**