

DEFINITION OF CRITERIA AND PERFORMANCE INDICATORS FOR CERTIFICATED SUPPORT PERSONNEL

CRITERION 1:

KNOWLEDGE AND SCHOLARSHIP IN SPECIAL FIELD: Each certificated support person demonstrates a depth and breadth of knowledge of theory and content in the special field. He/she demonstrates an understanding of and knowledge about common school education and the educational milieu grades K-12, and demonstrates the ability to integrate the area of specialty into the total school milieu.

- 1.1 Is competent to provide a rationale for the use of various procedures.
- 1.2 Demonstrates an understanding of the basic principles of human growth and development.
- 1.3 Possesses appropriate academic and professional background in special field.

CRITERION 2:

SPECIALIZED SKILLS: Each certificated support person demonstrates in his/her performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

- 2.1 Designs and conducts providing program services within the individuals special field.
- 2.2 Demonstrates ability to synthesize and integrate testing and non-testing data concerning the student.
- 2.21 To help students integrate and assimilate data.
- 2.22 To help others involved with the student interpret and use data appropriately and accurately.
- 2.23 To help other specialists by providing case study materials.
- 2.3 Administers assessment procedures, or organizes and prepares those who administer assessment procedures.
- 2.4 Demonstrates the ability to assist teachers and administrators integrate specialized information into the regular curricular program.
- 2.5 Develops goals and objectives that will provide for the implementation of programs and services which are consistent with district goals and objectives.

CRITERION 3:

MANAGEMENT OF SPECIAL AND TECHNICAL ENVIRONMENT: Each certificated support person demonstrates an acceptable level of performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

- 3.1 Selects or recommends testing and non-testing devices, materials, and equipment appropriate to student needs.
- 3.2 Creates an environment which provides privacy and protects student and family information, as mandated by codes of ethics, federal and state regulations, and local school district policies.

CRITERION 4:

THE SUPPORT PERSON AS A PROFESSIONAL: Each certificated support person demonstrates awareness of his/her limitations and strengths and demonstrates continued professional growth.

- 4.1 Demonstrates awareness of the law as it relates to area of specialization.
- 4.2 Demonstrates commitment to school and professional activities and to the concept of career-long professional growth by participating in school, district, and state meetings, consortium activities, workshops, seminars, and special committees.
- 4.3 Demonstrates awareness of personal and professional limitations and has the ability and knowledge to make appropriate referrals.
- 4.4 Responds positively to constructive suggestions concerning total employment responsibilities and performance.

CRITERION 5:

INVOLVEMENT IN ASSISTING PUPILS, PARENTS, AND EDUCATIONAL PERSONNEL: Each certificated support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

- 5.1 Shows an interest in working with pupils.
- 5.2 Consults with other building members, district personnel, and parents, concerning the development, coordination and/or extension of services to those needing specialized programs.
- 5.3 Plans and develops support program to serve the preventive and developmental needs of the school population.
- 5.4 Interprets characteristics and needs of students to parents, staff, and community, in group and individual settings via oral and written communications.

CRITERION 6:

PERFORMANCE OF NON-TEACHING DUTIES DURING THE WORK DAY: The Certificated Person recognizes that non-teaching duties (exclusive of extra-duty assignments) are part of the total teaching day and are inherent in his/her employment responsibility to the students and District.

- 6.1 Accepts and performs duties as required and consistent with the collective bargaining agreement.
- 6.2 Demonstrates concern for student welfare during such assignments.