

**SPECIAL EDUCATION DIRECTOR
Summative Appraisal Form**

Name _____

Location _____

Appraisal Period: From _____ to _____

Date of Review _____

Directions

The following statements describe the administrator who achieves success. Based on cumulative performance information, the evaluator estimates the administrator's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the administrator's attainment of that criterion. For each domain, a comment area is provided for general statements and/or recommendations.

Rating Scale

- | | | |
|----------|------------------------------|--|
| 5 | Clearly Outstanding: | Performance is consistently far superior to what is normally expected. |
| 4 | Exceeds Expectations: | Performance demonstrates increased proficiency and is consistently above expectations. |
| 3 | Meets Expectations: | Performance meets expectations and presents no significant problems. |
| 2 | Below Expectations: | Performance is consistently below expectations and significant problems exist. |
| 1 | Unsatisfactory: | Performance is consistently unacceptable. |
| 0 | Not Applicable | |

JOB PERFORMANCE STATEMENTS

School Climate

- _____ 1. Communicates and promotes high expectation levels of staff and student performance in an enabling, supportive way; provides proper recognition of excellence and achievement.
- _____ 2. Establishes and maintains an environment which is conducive to positive staff morale and directed towards achievement of the department/district's mission.
- _____ 3. Fosters collegiality and team-building among staff, encouraging their active involvement in decision-making.
- _____ 4. Communicates effectively with students, staff, parents and community.
- _____ 5. Mediates and facilitates effective resolution of conflicts in a timely fashion.
- _____ 6. Assesses the department/district climate and uses resultant data to develop improvement plans collaboratively with others.
- _____ 7. Has a clear sense of the department/district's mission; actively involves the staff in planning and decision-making in order to accomplish the mission.
- _____ 8. Initiates and supports programs and actions that facilitate a positive, caring climate for learning and an orderly, purposeful environment.
- _____ 9. Responds appropriately to situations that could impair the teaching/learning process or could threaten safety and the well being of students and staff.

- _____ 10. Assists in establishing a continuous focus on student growth and learning.
- _____ 11. Compiles and submits State Performance Plan Indicators and other data, requests, and information required by TEA.
- _____ 12. Ensures communication with the District's PEIMS department for compiling and submission of required data and reports for the Special Education department.
- _____ 13. Assists with observation of resource, inclusion and coteach instructional models and programs.
- _____ 14. Provides and shares feedback with teachers, campus administrators, and Chief Special Program Officer for observations conducted in resource, inclusion and coteach classrooms

COMMENTS:

School Improvement

- _____ 15. Determines and builds a common vision with staff for school improvement; directs planning activities and implements programs collaboratively with staff to ensure attainment of department/district's mission.
- _____ 16. Identifies, analyzes, and applies research findings to facilitate school improvement.
- _____ 17. Develops (as necessary), maintains, and utilizes appropriate information systems and records necessary for attainment of the special education department's mission and overall school improvement efforts.
- _____ 18. Mediates and facilitates effective resolution of complaints in a timely fashion and by deadlines provided.

COMMENTS: _____

Instructional Management

- _____ 19. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses these findings for corrective action and improvement, as well as for recognition of success.
- _____ 20. Works with district administrators, supervisors, and regular teachers to establish effective special education programs and other support programs including the Dyslexia and 504 programs and coordination of Pregnancy Related and Homebound Services.
- _____ 21. Works with staff to plan, implement, and evaluate the curriculum on a systematic basis; includes students and community representatives (when appropriate).
- _____ 22. Ensures that curriculum renewal is continuous and responsive to student needs.
- _____ 23. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.

- _____ 24. Evaluates and recommends improvement in the purpose design, and implementation of the special education instructional program, as well as related services and other support programs related to the mission of the department/district.
- _____ 25. Promotes the integration of programs for identified handicapped students in the least restrictive environment.
- _____ 26. Coordinates procedures for appraisal, placement, transfer, and termination of students in the special education program.
- _____ 27. Ensures the scheduling of ARD/IEP meetings throughout the district does not disrupt instruction in supervision of ARD clerks.

COMMENTS: _____

Personnel Management

- _____ 28. Uses developmental supervision effectively and comprehensively with all staff by systematically observing instruction, recording observations, and regularly conducting formative and summative evaluation conferences.
- _____ 29. Ability to implement the Texas Teacher and Evaluation and Support System (TTESS).
- _____ 30. Confers with subordinates regarding their professional growth; works jointly with them to develop and accomplish improvement goals.
- _____ 31. Identifies, provides, and/or encourages participation in available in-service training options to address the goals identified through the growth planning process.
- _____ 32. Clearly defines expectations for district staff performance regarding special education instructional strategies, classroom management, and communication with the public.
- _____ 33. Encourages personal and professional growth and leadership among the staff; recognizes exemplary performance.
- _____ 34. Assists in recruitment and placement of special education personnel and is effective in interviewing, selecting, and orienting new staff; makes sound recommendations relative to personnel placement, transfer, retention, and dismissal.
- _____ 35. Complies with district policies, as well as state and federal laws and regulations, in pursuing the mission of the department/district education programs.
- _____ 36. Works closely with Chief Special Programs Officer regarding department coordination.

COMMENTS: _____

Other

- ____ 37. Performs other duties assigned by supervisor.
- ____ 38. Maintains confidentiality of information.
- ____ 39. Attended Special Education Director's meeting scheduled through Region XV.

COMMENTS: _____

Supervisory Responsibilities

- ____ 40. Supervises and evaluates the performance of all assigned staff.
- ____ 41. Works closely with Chief Special Programs Officer regarding coordination of communication and evaluation protocols for special education staff, including Instructional aides and critical needs aides.

COMMENTS: _____

What strengths does _____ possess?

What are some improvements _____ can make to ensure a higher degree of success for students on this campus/department?

Summative Conference Comments:

Recommendation of Evaluator: I have read and received a copy of this evaluation. I have reviewed this instrument.

_____Renewal and/or Extension of Assignment

_____Non-renewal of Assignment

_____Termination of Assignment

_____Non-extension of Assignment

Administrator (Print Name)

Date

Administrator (Signature)

Date

Employee's Signature

Date