

**CHIEF SPECIAL PROGRAMS OFFICER
Summative Appraisal Form**

Name _____

Location _____

Appraisal Period: From _____ to _____

Date of Review _____

Directions

The following statements describe the employee who achieves success. Based on cumulative performance information, the evaluator estimates the employee's effectiveness in meeting each criterion. Rate each criterion using the scale below that most closely describes the employee'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

Program Management

- _____ 1. Systematically and continuously monitors instructional and managerial processes to ensure that program activities are related to program outcomes; uses findings for corrective action and improvement, as well as for recognition of success.
- _____ 2. Applies the findings of research and district student achievement results to improve the content, sequence and outcomes of all special programs.
- _____ 3. Works with district administrators, supervisors, and teachers to establish effective special programs.
- _____ 4. Works with district administrators, directors and teachers to implement and evaluates curriculum used by special programs on a systematic basis to meet students' needs.
- _____ 5. Oversees the implementation of special education services and curriculum in compliance with IDEA and state regulations.
- _____ 6. Provides instructional resources and materials to support teaching staff in accomplishing special program instructional goals.
- _____ 7. Evaluates and recommends improvement in the purpose design and implementation of special programs as well as related services and other support programs related to the mission of each department and the district.
- _____ 8. Promotes the integration of program for identified students with disabilities in the least restrictive environment.
- _____ 9. Monitors ARD/IEP processes, timelines, and documentation for all student in the special education program.

- ____ 10. Through campus visitations and observation, assist principals in monitoring instruction to ensure effective implementation of state policy, including the English Language Proficiency Standards (ELPS) in support of relevant and rigorous instruction in Bilingual/ESL programs.
- ____ 11. Ensures the implementation of procedures and the coordination of a process to identify bilingual students at all grade levels district-wide, including review of student data and testing of students.
- ____ 12. Provides assistance to all bilingual and ESL staff in disaggregating and analyzing test data to improve instructional programs.
- ____ 13. Coordinates procedures for student placement, monitoring of student achievement, and exiting the bilingual education program.
- ____ 14. Ensures the development and arrangement of staff development, to include appropriate instructional strategies, enriched learning in classroom settings, and methods for identifying bilingual students.
- ____ 15. Ensures the auditing of bilingual /ESL program records for accuracy and compliance.
- ____ 16. Ensures the development of parent engagement, resources and training activities to assist with the academic success of Title I and Bilingual/ESL students.
- ____ 17. Ensures the coordination of summer programs and summer school for special programs.
- ____ 18. Conferences regularly with supervised staff, jointly develops instructional plans and supports individual professional development activities, as appropriate.
- ____ 19. Provides leadership as a member of a collaborative team to ensure that special program initiatives are aligned with District priorities.
- ____ 20. Cooperatively develops long and short range objectives and goals for all special programs in the district.
- ____ 21. Informs superintendent of developments in state, federal, and local laws and changes in public policy affecting special programs, health services, and counseling.

COMMENTS: _____

School/Organizational Climate

- ____ 22. Assesses department/district climate and uses the data to develop improvement plans collaboratively with district administrators, teachers and parents improve the organizational climate within IDEA, ESSA programs, ACE program, Pregnancy-Related Services, and Homebound education.
- ____ 23. Works cooperatively with school administration to obtain and use evaluative findings to gauge program effectiveness for the ACE program.
- ____ 24. Oversees the evaluation processes and improvement recommendations related to the purpose, design, instructional materials, and implementation of ACE, Pregnancy-Related Services, and Homebound education.
- ____ 25. Oversees the implementation of policies established by federal and state law, State Board of Education rule, and local board policy for IDEA, ESSA, ACE, Pregnancy-Related Services, and Homebound education.
- ____ 26. Demonstrates, communicates and promotes high expectations of staff and student performance in a supportive manner providing recognition of excellence and achievement.
- ____ 27. Promotes collegiality, teamwork, and participatory decision making among Special Programs staff members.
- ____ 28. Communicates effectively with staff, students, parents and community about the goals, expectations and initiatives of Special Programs Departments.

- ____ 29. Demonstrates skill in mediating and facilitating the effective resolution of conflicts with administrators, parents, teachers, staff and/or the community in a manner that conveys equality and mutual respect promptly.
- ____ 30. Responds appropriately to situations that could impair the teaching/learning process or could threaten safety and the well-being of students and staff (i.e. guidelines, policies, and laws).
- ____ 31. Facilitates communication and collaboration among campus administrators and district departmental leaders to enhance service delivery, program development and customer satisfaction, specifically around special programs.
- ____ 32. Sets a clear mission for special programs and actively involves staff in planning and decision making in order to accomplish the mission.
- ____ 33. Establishes a continuous focus on student growth and learning with established timelines for meeting performance objectives.

COMMENTS: _____

School Improvement

- ____ 34. Assists the Superintendent in developing, implementing, and evaluative practices and procedures designed to improve special program effectiveness and productivity.
- ____ 35. Works cooperatively with others in developing the mission and articulating a vision for special programs.
- ____ 36. Systematically monitors school improvement activities or program activities as they pertain to special programs (Bilingual/ESL, IDEA, ESSA, ACE, Pregnancy Related Services, and Homebound education) to improve student outcomes.
- ____ 37. Develops, maintains and uses information systems and records necessary to show progress on performance objectives that address the Texas Academic Performance Report (TAPR) indicators.
- ____ 38. Uses evaluative findings and disaggregated data to determine the extent to which goals and objectives are met.
- ____ 39. Demonstrates appropriate use of student achievement data in interpreting, reporting, and acting on results.
- ____ 40. Actively supports the efforts of others to achieve district goals and objectives.
- ____ 41. Works closely with campus principals to ensure special programs goals are embedded in campus improvement plans.
- ____ 42. Secures consultants, specialists, and other community resources to assist in attaining objectives.
- ____ 43. Coordinates long-range planning efforts in collaboration with the Superintendent.

COMMENTS: _____

Personnel Management

- ____ 44. Assists with recruitment, selection, orientation and assignment of district employees in special program areas.
- ____ 45. Demonstrates skill observing instruction, recording observations, conducting formative and summative evaluation conferences.
- ____ 46. Provides professional development to principal, teachers, and/or staff concerning special programs, and encourages improved overall performance.

- ____ 47. Provides instructional resources and curriculum materials to teachers within the limits of available resources and grant funds.
- ____ 48. Uses the mission of the school district, program evaluation outcomes, input from teachers and others to provide effective staff development.

COMMENTS: _____

Administration and Fiscal/Facilities Management

- ____ 49. Defines the program and fiscal needs in the budget development process for special programs, ensuring that fiscal resources address the mission of the district and state/federal guidelines.
- ____ 50. Monitors the Special Programs expenditures to ensure compliance with regulations and guidelines.
- ____ 51. Ensures that district policies, procedures, and regulations are followed.
- ____ 52. Demonstrates responsible fiscal control over assigned program budgets.
- ____ 53. Provides necessary reports and documentation for special programs in a timely manner.
- ____ 54. Ensures that programs are cost effective and are managed wisely.
- ____ 55. Compiles budget and cost estimates based on documented program needs.
- ____ 56. Serves as the administrative liaison between the district and the Texas Education Agency as it relates to his/her department.
- ____ 57. Prepares and presents reports requested to the school board during monthly school board meetings.

COMMENTS: _____

Supervisory Responsibilities

- ____ 58. Oversees the management of the district's Special Education, Bilingual/ESL, ESSA Federal Programs, Pregnancy Related Services, and Homebound education programs, school health services, and school counseling programs.
- ____ 59. Recruits, trains and supervises department staff and make sound recommendations relative to personnel placement, assignment, retention, discipline, and termination. Ensure that department operations contribute to the attainment of district goals and objectives.
- ____ 60. Supervises and evaluates the performance of the Special Education Director, Bilingual/ESL Director, ACE Director, School Psychologist Coordinator, Special Population Administrator, Speech Language Pathologist Coordinator, Educational Diagnostician, Accounting Assistant (Special Education), and the Health Services Coordinator.

COMMENTS: _____

Other

____ 61. Performs other duties assigned by Superintendent.

____ 62. Maintains confidentiality of information.

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's Signature

Date

Employee's Signature

Date