

**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 evaluate curriculum used by special programs on a systematic basis to meet students' needs.
- _____ 5. Ensures curriculum renewal is continuous and responsive to students serviced by special programs.
- _____ 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 the each department and the district.
- _____ 8. Promotes the integration of program for identified students with disabilities in the least restrictive environment.
- _____ 9. Coordinates procedures for the admission, review and dismissal of students in the special education program.

- ____ 10. Through campus visitations and observation, assists 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 LPAC records for accuracy.
- ____ 16. Ensures the development of parent trainings to assist with the academic success of Bilingual/ESL students, to include, resources available to assist parents.
- ____ 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 to maintain or create a positive school climate.
- ____ 23. Demonstrates, communicates and promotes high expectations of staff and student performance in a supportive manner providing recognition of excellence and achievement.
- ____ 24. Promotes collegiality, teamwork, and participatory decision making among all district staff members.
- ____ 25. Communicates effectively with staff, students, parents and community about the goals, expectations and initiatives of Special Programs Departments.
- ____ 26. 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.
- ____ 27. 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).

- ____ 28. Facilitates communication and collaboration among campus administrators and district departmental leaders to enhance service delivery, program development and customer satisfaction, particularly around special programs.
- ____ 29. Sets a clear mission for special programs and actively involves staff in planning and decision making in order to accomplish the mission.
- ____ 30. Establishes a continuous focus on student growth and learning with established timelines for meeting performance objectives.

COMMENTS: _____

School Improvement

- ____ 31. Assists the Superintendent in developing, implementing, and evaluative practices and procedures designed to improve special program effectiveness and productivity.
- ____ 32. Works cooperatively with others in developing the mission and articulating a vision for special programs.
- ____ 33. Systematically monitors school improvement activities or program activities as they pertain to special programs (Bilingual/ESL, Special Education).
- ____ 34. Develops, maintains and uses information systems and records necessary to show progress on performance objectives that address the Texas Academic Performance Report (TAPR) indicators.
- ____ 35. Uses evaluative findings and disaggregated data to determine the extent to which goals and objectives are met.
- ____ 36. Demonstrates appropriate use of student achievement data in interpreting, reporting, and acting on results.
- ____ 37. Actively supports the efforts of others to achieve district goals and objectives.
- ____ 38. Works closely with campus principals to ensure special programs support overall campus objectives.
- ____ 39. Secures consultants, specialists, and other community resources to assist in attaining objectives.
- ____ 40. Coordinates long-range planning efforts in collaboration with the Superintendent.

COMMENTS: _____

Personnel Management

- ____ 41. Assists with recruitment, selection, orientation and assignment of district employees in special program areas.
- ____ 42. Demonstrates skill observing instruction, recording observations, conducting formative and summative evaluation conferences.
- ____ 43. Provides technical assistance to principal, teachers, and/or staff concerning special programs, and encourages improved overall performance.
- ____ 44. Provides instructional resources and curriculum materials to teachers within the limits of available resources.
- ____ 45. 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

- ____ 46. 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.
- ____ 47. Monitors the Special Programs expenditures to ensure compliance with regulations and guidelines.
- ____ 48. Ensures that district policies, procedures, and regulations are followed.
- ____ 49. Demonstrates responsible fiscal control over assigned program budgets.
- ____ 50. Provides necessary reports and documentation for special programs in a timely manner.
- ____ 51. Ensures that programs are cost effective and are managed wisely.
- ____ 52. Compiles budget and cost estimates based on documented program needs.
- ____ 53. Serves as the administrative liaison between the district and the Texas Education Agency as it relates to his/her department.
- ____ 54. Prepares and presents reports requested to the school board during monthly school board meetings.

COMMENTS: _____

Supervisory Responsibilities

- ____ 55. Oversees the management of the district’s Special Education, Bilingual/ESL, media communications and public relations, school health services, school counseling programs.
- ____ 56. Recruits, trains, and supervises department staff and makes sound recommendations relative to personnel placement, assignment, retention, discipline, and termination. Ensure that department operations contribute to the attainment of district goals and objectives.
- ____ 57. Supervises and evaluates the performance of the Special Education Director, Bilingual/ESL Director, Communication & Public Relations Director, and the Health Services Coordinator.

COMMENTS: _____

Other

- ____ 58. Performs other duties assigned by Superintendent.
- ____ 59. Maintains confidentiality of information.

