

**ADMINISTRATOR, SPECIAL POPULATION  
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**

**Instructional Management**

- \_\_\_1. Participates in development and evaluation of special populations classrooms.
- \_\_\_2. Encourages and supports development of innovative instructional programs, helping teachers pilot such efforts when appropriate.
- \_\_\_3. Promotes the use of technology in teaching/learning process.
- \_\_\_4. Assesses individual and group needs of students based upon available and continuous data, and ensure that instructional needs are made for special population classroom students.
- \_\_\_5. Oversees/manages the caseload of students in special population classrooms and the implementation of the IEPs in inclusive, self-contained settings.
- \_\_\_6. Facilitates ARD/IEP meetings as needed.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

**Department/School Organizational Climate**

- \_\_\_7. Promotes a positive, caring climate for learning
- \_\_\_8. Communicates effectively with staff and students.
- \_\_\_9. Maintains effective communication with parents/guardians the special education process including evaluations/re-evaluations and IEPs.
- \_\_\_10. Establishes effective systems for communications and ensures that he communication loop is intact (parental, department meetings, emails, campus administration team, etc.)
- \_\_\_11. Assists campus administrators in maintaining compliance with all federal, state and local policy as it applies to students with disabilities.

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_

**Department/School/Organizational Improvement**

- \_\_\_12. Participates in development of program improvement plans with staff, parents and department.
- \_\_\_13. Assists with building a common vision for program improvement.

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_

**Personnel Management**

- \_\_\_14. Observes employee performance, record observations, and conducts evaluation conferences.
- \_\_\_15. Assists Director in interviewing, selecting, and orienting new special program teachers.
- \_\_\_16. Defines expectations for teacher and staff performance with regard to instructional strategies, tests and classroom management.
- \_\_\_17. Works collaboratively with campus principals.

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_

**Administration and Fiscal/Facilities Management**

- \_\_\_18. Supervises program operations in Director's absence.
- \_\_\_19. Helps plan daily program activities by participating in the development of student class schedules, teacher assignments and extra-curricular activity schedules.
- \_\_\_20. Coordinates ESY summer programs.
- \_\_\_21. Coordinates transportation, custodian, cafeteria and other support services for special population classrooms.

- \_\_\_22. Complies with federal and state laws, State Board of Education rule, and board policy.
- \_\_\_23. Works with special education director and adheres to all district policies related to fiscal responsibilities (special education budgets and funds).

**COMMENTS:** \_\_\_\_\_

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### **Student Management**

- \_\_\_24. Ensures that students are supervised during non-instructional periods.
- \_\_\_25. Helps develop, implement and monitor a student discipline management system that results in positive student behavior in accordance with individual student IEP/BIPs, Student Code of Conduct, and student handbook.
- \_\_\_26. Ensures that school rules are uniformly observed and that student discipline is appropriate and equitable.
- \_\_\_27. Conducts conferences and ARD/IEP meetings, as appropriate, on student and school issues with parents, students and teachers.
- \_\_\_28. Provides staff development training as appropriate for staff to develop or enhance their skills in discipline management.
- \_\_\_29. Monitors the submission of discipline records as required by district, state and student IEPs.

**COMMENTS:** \_\_\_\_\_

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### **Professional Growth and Development**

- \_\_\_30. Participates in professional development to improve skills related to job assignment.
- \_\_\_31. Establishes annual goals for professional growth and development. In order to accomplish stated goals, incorporate district training and other resources such as various professional association, Education Service Centers, etc.

**COMMENTS:** \_\_\_\_\_

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### **School/Community Relations**

- \_\_\_32. Demonstrates awareness of department/program needs and initiates activities to meet those needs.
- \_\_\_33. Uses appropriate and effective techniques to encourage community and parent involvement.
- \_\_\_34. Performs other duties as assigned by the director of special education
- \_\_\_35. Maintains confidentiality of information.

**COMMENTS:** \_\_\_\_\_

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**Supervisory Responsibilities**

\_\_\_36. Shares supervisory responsibility for professional, para-professional and support staff, of special population classrooms and others as assigned with the director of special education.

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_

What strengths does \_\_\_\_\_ possess?  
\_\_\_\_\_  
\_\_\_\_\_

What are some improvements \_\_\_\_\_ can make to ensure a higher degree of success? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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's (Print Name)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's (Signature)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Employee's (Signature)

\_\_\_\_\_  
Date