

Henry-Stark Counties Special Education District #801

Coordinator Evaluation

Name:

School Year:

Domain I: Planning and Preparation

COMPONENT	Level of Performance			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
Ia: Demonstrating knowledge and skill in using assessment instruments to evaluate students	School Coordinator demonstrates little or no knowledge and skill in using assessments to evaluate and identify students eligible for services.	School Coordinator demonstrates knowledge of a limited number of assessments to evaluate and identify students eligible for services.	School Coordinator demonstrates knowledge in the use of appropriate convergent data to evaluate and determine students eligible for services.	School Coordinator demonstrates a wide range of extensive knowledge of non-discrimination evaluation procedures and application of data to evaluate and determine students eligible for services.
Ib: Demonstrating knowledge of child and adolescent development	School Coordinator demonstrates little or no knowledge of child and adolescent development.	School Coordinator demonstrates basic knowledge of child and adolescent development.	School Coordinator demonstrates thorough knowledge of child and adolescent development.	School Coordinator demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns.

Ic: Establishing goals for the program appropriate to the setting and the students served	School Coordinator has no clear goals for programs for students or they are inappropriate to either the situation or the age of the students.	School Coordinator goals for the students are rudimentary and are partially suitable to the situation and the age of the students.	School Coordinator goals for programs for students are clear and appropriate to the situation in the district or school and to the age of the students.	School Coordinator goals for programs for students are highly appropriate to the situation in the school or district and to the age of the students and have been developed with the application of research, statistics, and evaluation techniques.
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1d: Demonstrating knowledge of district, state and federal regulations and guidelines	School Coordinator demonstrates little or no knowledge of special education laws and procedures.	School Coordinator demonstrates basic knowledge of special education laws and procedures.	School Coordinator demonstrates thorough knowledge of special education laws and procedures.	School Coordinator's knowledge of special education laws and procedures is extensive; School Coordinator takes a leadership role in reviewing and revising district policies and procedures.
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1e: Demonstrating knowledge of resources, both within and beyond the school and district	School Coordinator demonstrates little or no knowledge of resources for students available through the school or district.	School Coordinator demonstrates basic knowledge of resources for students available through the school or district.	School Coordinator demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	School Coordinator demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
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If: Planning the year's activities to meet the needs of individual students and staff.	School Coordinator's schedule supports services to students and staff and reflects activities that are poorly planned to allow assignment completion.	School Coordinator's schedule has a number of worthwhile activities, but some of them don't fit with job description or assignment.	School Coordinator has developed a plan that reflects efficient use of time to complete assignment. Activities are appropriate to support services to students and staff.	School Coordinator's plan is highly organized and allows for completion of assignment and other activities that result in system changes for services to students and staff.
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Comments:

Domain 2: The Environment

COMPONENT	Level of Performance			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport.	School Coordinator's interactions with students, parents, teachers, staff, and administrators are negative or inappropriate.	School Coordinator's interactions are a mix of positive and negative; the Coordinator's efforts at developing rapport are partially successful with students, parents, teachers, staff, and administrators.	School Coordinator's interactions with students, parents, teachers, staff, and administrators are positive and respectful.	Students, parents, teachers, staff, and administrators seek out the School Coordinator, reflecting a high degree of comfort and trust in the relationship.

2b: Organizing time effectively	School Coordinator exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	School Coordinator's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	School Coordinator exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	School Coordinator demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers, administration and related service personnel understand their schedules.
2c: Establishing and maintaining clear procedures legally appropriate for service delivery to students.	School Coordinator demonstrates little knowledge of clear procedures legally appropriate for service delivery to students.	School Coordinator demonstrates emerging knowledge of clear procedures legally appropriate for service delivery to students.	School Coordinator's knowledge for establishing procedures is consistently applied and demonstrates clear procedures legally appropriate for service delivery to students.	School Coordinator's procedures for all aspects of service delivery to students are clear to everyone and are consistently applied and demonstrates procedures legally appropriate for service delivery to students.
2d: Establishing standards of conduct.	No standards of conduct have been established, and the School Coordinator disregards or fails to address the organization, flow, and tone of IEP meetings.	Standards of Conduct appear to have been established. The School Coordinator attempts to monitor the organization flow and tone of IEP meetings.	Standards of conduct have been established. The School Coordinator monitors standards using identified procedures. The response of IEP team member is appropriate and respectful.	Standards of conduct have been established in IEP meetings. The School Coordinator's monitoring of IEP meeting is subtle and preventive, and the IEP team members engage in self-monitoring of behavior.

Comments:

Domain 3: Delivery of Service

COMPONENT	Level of Performance			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
3a: Responding to referrals; consulting with teachers and administrators.	School Coordinator fails to consult with IEP Team or guide case managers in development of IEP's that address legal requirements and needs of students.	School Coordinator consults on a sporadic basis with IEP Team and guides case managers in development of IEP's that address legal requirements and needs of students.	School Coordinator consults frequently with IEP Team and guides case managers in development of IEP's that address legal requirements and needs of students.	School Coordinator consults consistently with IEP Team, contributing own insights and guides case managers in development of IEP's that address legal requirements and needs of students.

3b: Chairing IEP team meeting	School Coordinator declines to assume leadership of the IEP team.	School Coordinator assumes leadership of the IEP team when directed to do so.	School Coordinator assumes leadership of the IEP team as a standard expectation.	School Coordinator assumes leadership of the IEP team and takes initiative to ensure that the necessary preparation has occurred.
3c: Facilitation of planning interventions to maximize students likelihood of success	School Coordinator fails to facilitate planned interventions suitable to students, or interventions are mismatched with the findings of the assessments.	School Coordinator facilitates plans for students that are partially suitable for them or are sporadically aligned with identified needs.	School Coordinator facilitates plans for students that are suitable for them and are aligned with identified needs.	School Coordinator facilitates the development of comprehensive plans for students, finding ways to creatively meet student needs and incorporate research, statistics and technology aligned with identified needs.

3d: Identifying and planning in- service appropriate to the needs of administrators, staff and students.	School Coordinator fails to identify and plan in-service appropriate to the needs of administrators, staff, parents and students.	School Coordinator plans are partially suitable and appropriate to the needs of administrators, staff, parents and students.	School Coordinator plans are suitable and aligned with identified needs of administrators, staff, parents and students.	School Coordinator's plans are comprehensive and incorporate present and future identified needs. Plans are supported by research and reflect long range planning.
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Comments:

Domain 4: Professional Responsibilities

COMPONENT	Level of Performance			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	School Coordinator does not reflect on practice, or the reflections are inaccurate or self-serving.	School Coordinator's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	School Coordinator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.	School Coordinator's reflection is highly accurate and perceptive, citing specific examples supported by research and statistics that were not fully successful for at least some students or other staff.

4b: Communicating with families	School Coordinator's fails to communicate with families or communicates in an insensitive manner.	School Coordinator's communication with families is partially successful, but there are occasional insensitivities to cultural and linguistic traditions.	School Coordinator communicates with families and does so in a manner sensitive to culturally and linguistic traditions.	School Coordinator communicates with families in a manner highly sensitive to cultural and linguistic traditions. School Coordinator reaches out to families of students to enhance trust.
4c: Maintaining accurate records	School Coordinator's records are in disarray; they may be missing, illegible, or stored in an unsecured location.	School Coordinator's records are accurate and legible and are stored in a secure location.	School Coordinator's records are accurate and legible, well organized, and stored in a secure.	School Coordinator's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.

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4d: Participating in a professional community	School Coordinator's relationships with colleagues and administrators are negative or self-serving, and School Coordinator avoids being involved in school and district events and projects.	School Coordinator's relationships with colleagues and administrators are cordial, and School Coordinator participates in school and district events and projects when specifically requested.	School Coordinator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues and administrators.	School Coordinator makes a substantial contribution to school and district events and projects and assumes leadership with colleagues and administrators.
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4e: Engaging in professional development	School Coordinator does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	School Coordinator's participation in professional development activities is limited to those that are convenient or are required.	School Coordinator seeks out opportunities for professional development based on an individual assessment of need.	School Coordinator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	School Coordinator displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School Coordinator is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School Coordinator displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	School Coordinator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
4g: Collaborating with teachers and administrators	School Coordinator is not available to staff for questions and planning and declines to provide background material when requested.	School Coordinator is available to staff for questions and planning and provides background material when requested.	School Coordinator initiates contact with teachers and administrators to confer regarding individual cases.	School Coordinator seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Comments:

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Goals:

Overall Summary:

Overall Rating:

Distinguished Proficient Needs Improvement Unsatisfactory

Date of Evaluation Conference: _____

Director Signature: _____

Administrator Signature: _____