

STOCKTON UNIFIED SCHOOL DISTRICT
EVALUATION FORM
INCLUSION SPECIALIST

Name: Site:

Pre Evaluation Conference Date: _____ Mid Year Evaluation Date: _____ Final Evaluation Date: _____

The Inclusion Specialist provides a range of services to students, parents, teachers, administrators and other school personnel, student's families and regional agencies which support the educational process. The intent of these services is to facilitate the learning process for students.

Rating Criteria:

- | | | |
|----|--|---------------------|
| 4. | Experienced practice that Exemplifies the Standard | (Commendable) |
| 3. | Maturing Beginning Practice | (Satisfactory) |
| 2. | Developing Beginning Practice | (Needs Improvement) |
| 1. | Practice Not Consistent with Standard Expectations | (Unsatisfactory) |

	4	3	2	1
I. KNOWLEDGE				
1. Familiar with assessment devices used to place students in Special Education Programs.				
2. Laws relating to minors specific to confidentiality, records keeping, discipline and special education.				
3. Best practices in program development of evidence and research-based practices in working with special education students.				
4. Familiar with school and community resources and collaborative strategies.				
5. Principles and practices of effective staff development for adults.				
6. A good working knowledge of computer systems such as Student Information Systems, Excel, Word, Outlook and Power Point.				
7. Applicable laws, codes, regulations, policies and procedures.				
II. SUPPORT/CONSULTATION				
1. Assist the IEP team in determining student needs and formulating recommendations				
2. Consults with teachers regarding the development and implementations of classroom methods and procedures as well as behavioral strategies designed to facilitate pupil learning.				
3. Assists teachers in the development of inclusion plans to address students learning , communication and behavior problems.				
4. Consults with administrators in cases where the difficulty or sensitivity of the situation warrants it.				
5. Provides consultation and education as needed to parents to understand child development, learning and adjustment processes for children.				
6. Assists in meetings and development of activities to ensure successful transitions take place between instructional settings.				
7. Provides training to paraprofessionals on appropriate interventions to maximize student independence across instructional settings as needed.				
8. Coordinates and directs work for support staff (paraprofessionals) as requested.				
9. Enhances the professional growth of teachers and staff through in-service sessions, consultation, and sharing of materials to promote greater understanding of special education as well as effective practices.				
III. ASSESSMENT				
1. Provides assessment of skills and academics upon mutual agreement.				

	4	3	2	1
2. Provides assessment of skills needed for inclusion in all settings upon mutual agreement.				
3. Prepares written reports as appropriate that accurately and completely reflect the results of each assessment in conformance with federal, state and district policies and regulations.				
4. Effectively communicates the results of assessments to parents, students and staff in ways that promote understanding of the student's functioning and makes appropriate recommendations. Uses a <i>multimodal</i> approach to present summary data when appropriate.				
IV. DIRECT INTERVENTION/CASE MANAGEMENT				
1. Monitors student program progression and evaluates program effectiveness, provides recommendation for appropriate programming.				
2. Works directly with students or families to help provide short-term interventions to deal with inclusive needs in school upon mutual agreement of the principal, school psychologist, and classroom teacher, or when assigned crisis team duties by supervisor.				
3. Seeks consultation with other professional staff as needed.				
4. Provides case management for students whose only Individualized Educational Plan service is inclusion services.				
V. RESEARCH EVALUATION/ADMINISTRATION				
1. Participates in professional growth activities throughout the year.				
2. Maintains confidentiality of student information and guides others in compliance with the law.				
3. Assists in the development of district policies related to inclusion per mutual agreement.				
4. Contributes to the attainment of District goals as established by the Board of Education.				
VI. WORK HABITS/RELATIONSHIPS				
1. Flexibility.				
2. Dependability.				
3. Ability to work without supervision.				
4. Works well with others.				
5. Ability to work with challenging students and parents.				
VII. OTHER				
1. Performs adjunct duties by mutual agreement as prescribed in Article 6.1.1 (c) of the collective bargaining agreement.				

EVALUATOR'S
COMMENTS:

FINAL EVALUATION RATING

Commendable

Satisfactory

Needs Improvement

Unsatisfactory

EVALUATOR'S RECOMMENDATION

_____ I recommend this Inclusion Specialist for continued employment in their present position.

_____ I recommend a probationary period to improve performance for this Inclusion Specialist position. An improvement plan is attached.

SELF
IMPROVEMENT
GOALS:

The evaluation and assessment of the performance of each certificated unit employee shall be made on a continuing basis as follows:

- (a) Once each school year for temporary/probationary personnel
- (b) Every other year for personnel with permanent status not meeting the criteria below
- (c) Every five (5) year for personnel who have been employed at least ten (10) years with the district and whose most recent previous evaluation rated the employee as 'Satisfactory' or 'Commendable'. The certificated employee or the evaluator may withdraw consent at any time.

Evaluator's Signature/ Date

SUSD Employee ID

Inclusion Specialist Signature/ Date

SUSD Employee ID