



ordan School District



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Specialized Subgroups Handbook

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Revised 2010

**The Jordan
Occupational and Physical
Therapist Performance
Appraisal System**

Instructions for Completing an OT/PT's evaluation

General Information:

1. A completed evaluation consists of:
 - a peer review,
 - the identification of performance objectives and an action plan for meeting those objectives based on the peer review,
 - submission of completed action plans
 - a preobservation meeting and an observation conducted by the OT/PT's immediate supervisor (administrator) and,
 - an interview
2. The system is composed of 16 indicators divided into four domains: Teaming, Implementation of IDEA, Supervision of Paraprofessionals, and Professional Growth and Responsibilities.
3. The evaluation is completed by the administrator assigned to supervise the OT/PT.

Timelines and Tasks:

Career Therapists

1. The OT/PT will arrange for a peer review to be completed by the end of the first working week in October of the year the therapists is to be evaluated. The peer review and action plan can be submitted up to one calendar year before the evaluation.
2. The OT/PT will choose his/her peer reviewer and the situation to be observed. The peer reviewer will conduct an observation of the OT/PT. The peer reviewer will prepare for the OT/PT a brief summary of the observation. This summary will include the date of the observation, the name of the reviewer and suggestions for performance objectives.
3. The OT/PT will develop two performance objectives, with action plans, that relate to indicators in the four domains. The two performance objectives may be for different domains or objectives from the same domain. At least one of the performance objectives must be based on suggestions from a peer review.
4. The OT/PT will submit the performance objectives and the action plans for meeting the performance objectives to the administrator assigned to supervise the OT/PT and the OT/PT team leader no later than October 31st of the year the therapist is to be evaluated.
5. The administrator and the team leader will review the performance objectives and the action plans. Notification of approval/disapproval will be made no later than the end of the first working week in November. If the therapist submits his/her performance objectives/action plan earlier than the deadline, approval/disapproval will be given within two working weeks of receipt of the plan. If changes are requested, after the review by the administrator and team leader, the OT/PT must resubmit the revised plan by the end of the second working week in November. If the performance objectives and action plans have been submitted earlier, review and revisions should occur within two working weeks of the therapist receiving the request to make changes.

6. Performance objectives should be:
 - a. clear, concise and unambiguous
 - b. accurate in terms of time, end-stage or condition sought
 - c. consistent with the policies and procedures of Jordan School District

An action plan is the means by which the objective is attained. It should summarize what is to be done to meet the objective. (See the Appendix of the JPAS Specialized Subgroups Handbook for the OT/PT Action Plan Form.)

7. The OT/PT will arrange for an observation with the administrator assigned to evaluate him/her.
8. The OT/PT must complete work on the performance objectives and submit evidence of completion of the action plans to the administrator conducting the evaluation by Feb. 15th of the year the therapist is to be evaluated.

Provisional Therapists

An OT/PT is considered provisional for the first three years of employment and will be evaluated twice each year.

The OT/PT is responsible for completing the evaluation requirements listed under **Year 1** and **Year 2** and **Year 3**. Exception: An OT/PT with three full years or more of work experience in a school setting and satisfactory evaluations is considered provisional for the first year of employment only and is responsible for completing the evaluation requirements listed under **Year 2**.

First Evaluation- Year 1:

1. The provisional OT/PT, in conjunction with his/her mentor, will develop a performance objective* with an action plan** related to one of the four domain areas. It must be submitted to the administrator assigned to supervise him/her and to the OT/PT team leader no later than September 30 of the first year of employment.
2. The administrator and team leader will review the performance objective and action plan. Notice of approval/disapproval of the plan will be given to the therapist within five working days of its receipt. If changes are requested, the OT/PT will have five working days to resubmit the plan.
3. The performance objective, action plan, evidence of the completion of the action plan, evidence of the indicators listed under the domains of: Implementation of IDEA and Professional Growth and Responsibilities, observation***and an evaluation interview must be completed by November 30 of the first year of employment.

Second Evaluation- Year 1:

1. The provisional therapist is responsible for completing all the criteria listed above with the addition of a peer review (completed by the OT/PT's mentor) that must be completed with the performance objective* and action plan** and submitted to the administrator and team leader by January 31.
2. Notice of approval/disapproval of the plan will be given to the therapist within five working days of its receipt. If changes are requested, the OT/PT will have five working days to resubmit the plan.

3. The provisional therapist is also responsible for providing evidence for all of the indicators listed under the domains of: Teaming, Implementation of IDEA, Supervision of Paraprofessionals, and Professional Growth and Responsibilities.

4. The evidence of completion of the action plan, evidence of the indicators in the OT/PT Performance Appraisal System, observation***and evaluation interview must be completed by March 15.

First and Second Evaluation- Year 2 and Year 3:

1. A peer review is completed and submitted with a performance objective*and action plan** to the administrator assigned to evaluate the OT/PT and to the OT/PT team leader by September 30 for the first evaluation and by January 31 for the second evaluation of the year.

2. The administrator and team leader will review the performance objective and action plan. Notice of approval/disapproval of the plan will be given to the therapist within five working days of its receipt. If changes are requested, the OT/PT will have five working days to resubmit the plan.

3. The evidence of completion of the action plan, evidence of all the indicators under the domains of: Teaming Implementation of IDEA, Supervision of Paraprofessionals, and Professional Growth and Responsibilities, observation** by the administrator and evaluation interview must be completed by November 20 for the first evaluation and by March 15 for the second evaluation.

* Performance, objectives should be:

- a. clear, concise and unambiguous
- b. accurate in terms of time, end-state or condition sought
- c. consistent with the policies and procedures of Jordan School District

** An action plan is the means by which the objective is attained. It should summarize what is to be done to meet the objective. (See the Appendix of the JPAS Specialized Subgroups Handbook for the OT/PT Action Plan Form).

*** For each evaluation, the OT/PT will arrange a time with the administrator assigned to evaluate him/her to do an observation.

Probationary Therapists

An OT/PT who has been placed on probation must be evaluated twice a year. Probationary OT/PT will be assigned a mentor.

1. The probationary therapist, in conjunction with his/her mentor, will develop performance objectives and an action plan when he/she was placed on probation. The performance objectives and action plans will be submitted to the administrator, who is supervising the therapist, within two weeks of being placed on probation. The therapist will have at least 20 working days, but no more than 90 calendar days, in which to complete the performance objectives and action plans.

A second set of performance objectives and an action plan will be developed by the OT/PT, in conjunction with his/her mentor, later in the academic year. This plan must be submitted by a time agreed on by the OT/PT and his/her immediate supervisor. The second set of performance objectives and action plans will be evaluated during the second evaluation.

2. The administrator, who supervises the OT/PT, and the team leader will review the performance objectives and action plans. Notice of approval/dissapproval of the plan will be given to the therapist within 10 working days of its receipt. If changes are requested, the OT/PT will have five working days after notice has been given to resubmit the plan.

3. Performance objectives should be:

- a. clear, concise and unambiguous
- b. accurate in terms of time, end-stage or condition sought
- c. consistent with the policies and procedures of Jordan School District

An action plan is the means by which the objective is attained. It should summarize what is to be done to meet the objective, (See Appendix of the JPAS Specialized Subgroups Handbook of the OT/PT Action Plan Form).

4. The OT/PT must complete work on the performance objectives and submit evidence of the completion of the action plans to the administrator conducting the evaluation on the date scheduled for his/her evaluation interview. The administrator needs to alert the therapist to this meeting at least two weeks in advance of the meeting.

5. For each evaluation the OT/PT will arrange with the administrator assigned to complete his/her evaluation a time for an observation.

Decision Rules for Evaluation of OT/PTs

1. Items 1-16 are of equal weight. (For example a "yes" is scored as 1, a "no" is scored as 0 for each item).

2. A therapist will have "Met the Standard" if a positive response "yes" is given to indicators 1-6, to at least two of indicators 7-10, and to indicators 11-16.

3. A first year provisional therapist will have "Met the Standard" for the first evaluation of the year if a positive response "yes" is given to indicators 4-6, and to indicators 11-16. (Provisional therapists are responsible all indicators in subsequent evaluations).

4. A therapist will be in the "Did Not Meet the Standard" range if a "no" is given to any of indicators 1-6 or 11-16 or receives a "no" on three or four of indicators 7-10

5. If a therapist falls in the "Did Not Meet the Standard" range, goals and/or objectives for improvement will be cooperatively developed with the immediate supervisor. Activities and resources to assist in meeting these goals will also be identified. At least 20 working days will be given to work on these activities before another evaluation begins. A mentor will be assigned.

6. If this second evaluation results in a score falling in the "Did not Meet the Standard" range, the therapist will be placed on probation. Goals and /or objectives for improvement will be cooperatively developed with the immediate supervisor. Activities and resources to assist in meeting these goals will also be identified. At least 20 working days will be given to work on these activities before another evaluation begins.

7. If this third evaluation results in a score falling in the "Did Not Meet the Standard" range, the therapist will be subject to DP 316 Orderly Termination Procedures.

Occupational and Physical Therapists' Performance Appraisal System Interview Form

See the OT/PT section of the Specialized Subgroups Handbook for the decision rules and instructions for completing this evaluation.

OT/PT's Name:	Date of Interview:	SS#:
Evaluator's Name:		Location:

- Evaluation Information**
- A. This OT/PT's status is:
- career
 - provisional First Year
 - provisional Second Year
 - provisional Third Year
 - probationary
- B. This evaluation is the:
- first Evaluation this year
 - second Evaluation this year
 - third Evaluation this year

Teaming

(This section is not completed for the first evaluation of the first provisional year)

1. Cooperates with teachers, other support personnel and, as needed, students in scheduling OT/PT services.
 - yes
 - no
2. Clearly explains results of student evaluations to IEP/IFSP team.
 - yes
 - no
3. Cooperates and collaborates with others to provide educational programs for special education and 504 students.
 - yes
 - no

Implementation of IDEA

4. Develops IEP/IFSP for identified students
 - yes
 - no

5. Develops educational program based on student's needs
 - yes
 - no
6. Maintains records/logs for each student.
 - yes
 - no

Supervision of Paraprofessionals

(This section is not completed for the first evaluation of the first provisional year)

- The OT/PT does not work with a paraprofessional (if this box is checked, indicators 7-10 are not marked).
7. Provides paraprofessional with information about goals and objectives of the students they are specifically assigned to work with.
 - yes
 - no
 8. Provides paraprofessional with instructions and materials necessary to fulfill his/her duties.
 - yes
 - no
 9. Provides paraprofessional with training in management skills
 - yes
 - no
 10. Provides paraprofessional with feedback about his/her performance.
 - yes
 - no

Professional Growth and Responsibilities

11. Administrative request: Responds to complaints
 - no written complaints in past year
 - yes
 - no
12. Out-of-class duties
 - a) Is present for required meetings/duties
 - yes
 - no
 - b) Supports program goals
 - yes
 - no
13. Peer/mentor review completed
 - yes
 - no
 - not Applicable
 Date: _____
14. Performance objectives and action plans submitted
 - yes
 - no
 Date: _____
15. Completes performance objectives
 - yes
 - no
 Date: _____
16. Immediate supervisor observation completed
 - yes
 - no
 Date Premeeting: _____
 Date Observed: _____

Jordan School District OT/PT Performance Appraisal System Preobservation Meeting Form

OT/PT to be observed: _____

Immediate Supervisor/Observer: _____

Date of Preobservation Meeting: _____

Date Observation will be done: _____ Time Observation will begin: _____

Anticipated Length of the Observation: _____ Location of Observation: _____

Brief description of the situation which will be observed, including the anticipated goals and/or objectives of the session.

Behaviors/skills/techniques which will be observed (the therapist and the immediate supervisor need to cooperatively identify these).

OT/PT's Signature: _____

Immediate Supervisor's Signature: _____

By signing this, we agree that the above information describes what will be observed. If the needs of a student require an alteration in the planned session, the therapist may request the observation be conducted at another time. A copy of this form must be given to the therapist. The original should be maintained by the immediate supervisor.

OT/PT Domain: Teaming

The occupational/physical therapist promotes the coordination of services provided to students with disabilities.

Indicator	Decision Rules	Examples and Instructions
<p>1. Cooperates with teachers, other support personnel and, as needed, students in scheduling OT/PT services.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>Yes is marked if there are no written administrative records showing the OT/PT failing to cooperate with school personnel to develop a schedule for OT/PT services within the past academic year.</p> <p>No is marked if there are written administrative records showing that the OT/PT failed to cooperate with school personnel to develop the schedule for services within the past academic year.</p>	<p>NOTE: Indicators included in the Teaming Domain are not completed on a therapist being evaluated for the first time during the first provisional year.</p> <p>Yes: The administrator presents a written request to the OT/PT to coordinate with teams in scheduling OT/PT services and indicates no record of the OT/PT's response AND the OT/PT presents team meeting notes which indicate a meeting with teams within the school to schedule therapy times was held.</p> <p>No: The administrator shows a memo, which has previously been given to the OT/PT, which indicates that the OT/PT did not cooperate with school personnel to develop their schedule for therapy services.</p>

OT/PT Domain: Teaming

The occupational/physical therapist promotes the coordination of services provided to students with disabilities.

Indicator	Decision Rules	Examples and Instructions
<p>2. Clearly explains results of student evaluation to IEP/IFSP team.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>* Individual Family Service Plan used in the Infant/Toddler program.</i></p>	<p>Yes is marked if the OT/PT shows an <u>Evaluation Explanation Checklist</u>, for one case conference or IEP/IFSP meeting, on which each item on the checklist has been marked "yes." This checklist indicates that the OT/PT explained evaluation results for the student:</p> <ul style="list-style-type: none"> • using understandable terminology, • describing the student's strengths and weaknesses, • specifying current level(s) of performance, • discussing ramifications of the student's disabilities and • giving the parents an opportunity to contribute information. <p>The checklist must have been completed during the current academic year.</p> <p>No is marked if the OT/PT does not show an <u>Evaluation Explanation Checklist</u> or if the checklist has a "no" response marked.</p>	<p>NOTE: The <u>Evaluation Explanation Checklist</u>, must be used. A copy can be found in the Appendix of the Specialized Subgroups Handbook. It may be completed by any administrator the OT/PT works with. The OT/PT is responsible for having it completed prior to the evaluation. <u>This checklist must be completed by an administrator, not the program team leader.</u></p> <p>Indicators included in the Teaming Domain are not completed on a therapist being evaluated for the first time during his/her first provisional year.</p> <p>Yes: The OT/PT gives the administrator a copy of an <u>Evaluation Explanation Checklist</u>, completed by an administrator on which each of the six items listed has been marked "yes." This checklist has been completed since the OT/PT's last evaluation.</p> <p>No: The OT/PT shows an <u>Evaluation Explanation Checklist</u>, on which one or more items has been marked "no" or The OT/PT doesn't show a completed <u>Evaluation Explanation Checklist</u>.</p>

OT/PT Domain: Teaming

The occupational/physical therapist promotes the coordination of services provided to students with disabilities.

Indicator	Decision Rules	Examples and Instructions
<p>3. Cooperates and collaborates with others to provide educational programs for special education or 504 students.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>Yes is marked if the OT/PT shows:</p> <ul style="list-style-type: none"> • notes from a team meeting where a student’s educational program has been developed, revised or reviewed; <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • a copy of a list of strategies or suggestions, that can be used with a student, which the OT/PT has discussed with another member of the team <p>These must be from the current academic year.</p> <p>No is marked if the OT/PT does not show:</p> <ul style="list-style-type: none"> • notes from a team meeting where a student’s educational program has been developed, revised, or reviewed from the current academic year; <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • a copy of a list of strategies or suggestions, that can be used with a student, which the OT/PT has discussed with another member of the team from the current academic year. 	<p>NOTE: Indicators included in the Teaming Domain are not completed on a therapist being evaluated for the first time during the first provisional year.</p> <p>Yes: A OT/PT shows a list of suggestions of how to work with a student, who requires special positioning and handling, that has been shared with the student’s general education teacher;</p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • the OT/PT shows notes from a team meeting during which an accommodation plan for a student was jointly developed. <p>No: The OT/PT discusses, but does not show a list of suggestions of how to work with a student with a physical disability, who requires special positioning and handling, that has been shared with the student’s general education teacher or parent;</p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • the OT/PT discusses, but doesn’t show notes from a meeting during which an academic program which included classroom adaptation strategies was jointly developed.

OT/PT

Domain: Implementation of IDEA

The occupational/physical therapist complies with and implements the requirements of IDEA.

Indicator	Decision Rules	Examples and Instructions
<p>4. Develops IEP/IFSP* for identified students.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p><i>* Individual Family Service Plan used in the Infant/Toddler program</i></p>	<p>Yes is marked if the OT/PT shows a Jordan School District Compliance Review Form, Version 1/08 or after, (audit form) for one student, completed by a Teacher Specialist or his/her designee, which shows the student's IEP/IFSP was accurately completed. The audit form must have been completed within the last three calendar years, and the therapist under review should be the therapist listed on the audited IEP.</p> <p>No is marked if the OT/PT does not show a Jordan School District Compliance Review Form, Version 1/08 or after, (audit form) or if the form indicates the students IEP/IFSP was inaccurately completed or if the form was not completed by a Teacher Specialist or his/her designee.</p>	<p>NOTE: Accurately completed is defined as 100% of the "starred" items marked "yes" in <u>Section 6-IEP</u> of the audit form. The OT/PT needs to make arrangements with the Teacher Specialist, assigned to the school of the student the IEP is written for, to conduct the audit. The OT/PT must be present during the audit.</p> <p>Yes: The OT/PT shows an audit form, Version 1/08 or after, which has each "starred" item in <u>Section 6</u> marked "yes";</p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • an audit form, Version 1/08 or after, which has some of the starred items in <u>Section 6</u> marked "no" AND the audited file with the items for which a "no" was checked corrected. <p>No: The OT/PT shows an audit form which has some of the starred items in <u>Section 6</u> marked "no" and cannot show that the items have been fixed in the audited file;</p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • an audit form from four years ago; <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • an audit form that isn't Version 1/08 or after.

OT/PT

Domain: Implementation of IDEA

The occupational/physical therapist complies with and implements the requirements of IDEA.

Indicator	Decision Rules	Examples and Instructions
<p>5. Develops educational program based on students needs.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>Yes is marked if the OT/PT shows an IEP for a student currently being served and explains how the goals and objectives listed will help meet the educational needs of the student.</p> <p>No is marked if the OT/PT does not show an IEP with goals and objectives or if the OT/PT cannot identify how the goals and objectives will help meet the educational needs of the student;</p> <p>or</p> <ul style="list-style-type: none">• if the OT/PT shows an IEP for a student who is not currently being served by the OT/PT.	<p>Yes: The OT/PT presents an IEP which includes a goal and objectives for improving mobility, fine motor skills and written communication.</p> <p>No: The Special Educator presents an IEP for a student who is no longer in the District;</p> <p>or</p> <ul style="list-style-type: none">• an IEP with goals he cannot link to the needs of the student as described by test results and observations; <p>or</p> <ul style="list-style-type: none">• an IEP for a student who no longer qualifies for OT/PT services

OT/PT

Domain: Implementation of IDEA

The occupational/physical therapist complies with and implements the requirements of IDEA.

Indicator	Decision Rules	Examples and Instructions
<p>6. Maintains records/logs for each student.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>Yes is marked if the OT/PT presents an example of a student log with current levels of performance and other information related to the student's educational program for the current academic year.</p> <p>No is marked if the OT/PT does not show a student log or if the log does not indicate current levels of performance and other information related to the student's educational program for the current academic year.</p>	<p>Yes: The OT/PT shows a log for the student which includes the student's name, dates the OT/PT and student worked together, tasks the student did on those dates and information(data) on how the student performed on the tasks.</p> <p>No: The OT/PT shows a log for a student which includes the student's name, dates the OT/PT and student worked together, tasks the student did on those dates, but no information (data) about how the student performed on those tasks.</p>

OT/PT

Domain: Supervision of Paraprofessionals

The occupational/physical therapist provides paraprofessionals with supervision.

Indicator	Decision Rules	Examples and Instructions
<p>7. Provides paraprofessional with information about goals and objectives of the student they are specifically assigned to work with.</p> <ul style="list-style-type: none"> <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> does not work with Paraprofessional 	<p>Yes is marked if the OT/PT shows a <u>Paraprofessional Checklist</u> with a “yes” checked for question 1 indicating the goals and objectives of the student the paraprofessional is assigned to work with have been discussed.</p> <p>No is marked if the OT/PT does not show a <u>Paraprofessional Checklist</u>; or • if a “no” has been checked for question 1.</p> <p>Does Not Work With Paraprofessional is marked if the OT/PT does not work with a paraprofessional.</p>	<p>NOTE: The <u>The Paraprofessional Checklist</u> must be used. A copy can be found in the Appendix of the Specialized Subgroups Handbook. There must be a checklist for two paraprofessionals the OT/PT is assigned to work with. The checklist must be completed by the paraprofessional(s) the OT/PT is working with at the time of the evaluation.</p> <p>Indicators included in the Supervision of Paraprofessionals Domain are not completed on a therapist being evaluated for the first time during a provisional year.</p> <p>Yes: The OT/PT shows checklist(s):</p> <ul style="list-style-type: none"> • from two paraprofessionals with whom they are currently working with and each questionnaire has a “yes” checked for question 1; or • which has a “no” checked for item one, but shows notes from a meeting with the paraprofessional during which that item was discussed. <p>No: The OT/PT does not present a <u>Paraprofessional Checklist</u>; or • The OT/PT shows a <u>Paraprofessional Checklist</u> with item one marked “no”; or • The OT/PT shows a <u>Paraprofessional Checklist</u> from a paraprofessional with whom they no longer work.</p>

OT/PT

Domain: Supervision of Paraprofessionals

The occupational/physical therapist provides paraprofessionals with supervision.

Indicator	Decision Rules	Examples and Instructions
<p>8. Provides paraprofessional with instructions and materials necessary to fulfill his/her duties.</p> <p> <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> does not work with Paraprofessional </p>	<p>Yes is marked if the OT/PT shows a <u>Paraprofessional Checklist</u> with a “yes” checked for question 2 indicating the therapist has shown the paraprofessional how to use instructional materials and methods.</p> <p>No is marked if the OT/PT does not show a <u>Paraprofessional Checklist</u>; or • if a “no” has been checked for question 2.</p> <p>Does Not Work With Paraprofessional is marked if the OT/PT does not work with a paraprofessional.</p>	<p>NOTE: The <u>The Paraprofessional Checklist</u> must be used. A copy can be found in the Appendix of the Specialized Subgroups Handbook. There must be a checklist for two paraprofessionals the OT/PT is assigned to work with. The checklist must be completed by the paraprofessional(s) the OT/PT is working with at the time of the evaluation.</p> <p>Indicators included in the Supervision of Paraprofessionals Domain are not completed on a therapist being evaluated for the first time during a provisional year.</p> <p>Yes: The OT/PT shows checklist(s) from two paraprofessionals with whom they are currently working with and each questionnaire has a “yes” checked for question 2; or • which has a “no” checked for item two but shows notes from a meeting with the paraprofessional during which that item was discussed.</p> <p>No: The OT/PT does not present a <u>Paraprofessional Checklist</u>; or • The OT/PT shows a <u>Paraprofessional Checklist</u> with item two marked “no”; or • The OT/PT shows a <u>Paraprofessional Checklist</u> from a paraprofessional with whom they no longer work.</p>

OT/PT

Domain: Supervision of Paraprofessionals

The occupational/physical therapist provides paraprofessionals with supervision.

Indicator	Decision Rules	Examples and Instructions
<p>9. Provides paraprofessional with training in management skills.</p> <p> <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> does not work with Paraprofessional </p>	<p>Yes is marked if the OT/PT shows a <u>Paraprofessional Checklist</u> with a “yes” checked for question 3 indicating the therapist has instructed the paraprofessional in behavior management skills to be used with a student in the classroom.</p> <p>No is marked if the OT/PT does not show a <u>Paraprofessional Checklist</u>; or • if a “no” has been checked for question 3.</p> <p>Does Not Work With Paraprofessional is marked if the OT/PT does not work with a paraprofessional.</p>	<p>NOTE: The <u>The Paraprofessional Checklist</u> must be used. A copy can be found in the Appendix of the Specialized Subgroups Handbook. There must be a checklist for two paraprofessionals the OT/PT is assigned to work with. The checklist must be completed by the paraprofessional(s) the OT/PT is working with at the time of the evaluation.</p> <p>Indicators included in the Supervision of Paraprofessionals Domain are not completed on a therapist being evaluated for the first time during a provisional year.</p> <p>Yes: The OT/PT shows checklist(s) from two paraprofessionals with whom they are currently working with and each questionnaire has a “yes” checked for question 3; or • which has a “no” checked for item three, but shows notes from a meeting with the paraprofessional during which that item was discussed.</p> <p>No: The OT/PT does not present a <u>Paraprofessional Checklist</u>; or • The OT/PT shows a <u>Paraprofessional Checklist</u> with item three marked “no”; or • The OT/PT shows a <u>Paraprofessional Checklist</u> from a paraprofessional with whom they no longer work.</p>

OT/PT

Domain: Supervision of Paraprofessionals

The occupational/physical therapist provides paraprofessionals with supervision.

Indicator	Decision Rules	Examples and Instructions
<p>10. Provides paraprofessional with feedback about his/her performance.</p> <p> <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> does not work with Paraprofessional </p>	<p>Yes is marked if the OT/PT shows a <u>Paraprofessional Checklist</u> with a “yes” checked for question 4 indicating the therapist has provided the paraprofessional with feedback about his/her job performance during the current school year.</p> <p>No is marked if the OT/PT does not show a <u>Paraprofessional Checklist</u>; or • if a “no” has been checked for question 4: Has the therapist provided you with feedback about your job performance?</p> <p>Does Not Work With Paraprofessional is marked if the OT/PT does not work with a paraprofessional.</p>	<p>NOTE: The <u>The Paraprofessional Checklist</u> must be used. A copy can be found in the Appendix of the Specialized Subgroups Handbook. There must be a checklist for two paraprofessionals the OT/PT is assigned to work with. The checklist must be completed by the paraprofessional(s) the OT/PT is working with at the time of the evaluation.</p> <p>Indicators included in the Supervision of Paraprofessionals Domain are not completed on a therapist being evaluated for the first time during a provisional year.</p> <p>Yes: The OT/PT shows checklist(s) from two paraprofessionals with whom they are currently working with and each questionnaire has a “yes” checked for question 4; or • which has a “no” checked for item four, but shows notes from a meeting with the paraprofessional during which that item was discussed.</p> <p>No: The OT/PT does not present a <u>Paraprofessional Checklist</u>; or • The OT/PT shows a <u>Paraprofessional Checklist</u> with item four marked “no”; or • The OT/PT shows a <u>Paraprofessional Checklist</u> from a paraprofessional with whom they no longer work.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>11. Administrative request Responds to complaints.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> no written complaints in past year</p>	<p>Yes is marked if the OT/PT has responded to all written administrative requests to resolve complaints within the past calendar year.</p> <p>No is marked if the administrator presents a record of the OT/PT not responding to written administrative requests to respond to complaints within the past calendar year.</p> <p>No written complaints in past year is marked is the OT/PT has received no written administrative requests to respond to complaints within the past calendar year.</p>	<p>DEFINITIONS: <u>Complaints</u> refers to a written communication from an administrator to a OT/PT about a concern from a parent, colleague, and/or student requesting a response from the OT/PT. Complaints may also include administrative documentation that a OT/PT has not submitted written information in accordance with deadlines.</p> <p><u>Written information</u> refers to information on surveys, attendance, records, test materials, inventory record, etc.</p> <p>Yes: According to administrative records the OT/PT has responded to all written requests to resolve complaints;</p> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • administrative records note that a written request to respond to a complaint was given to the OT/PT, but there is not a record or the OT/PT's efforts to respond AND the OT/PT presents a copy of a letter, certificate, or a telephone log (designating who was called, the date of the call, and what was discussed) for each written request to respond to a complaint. <p>No: The administrator presents a copy of a note or memo describing a meeting where a request to resolve a complaint was made, AND there is no record of a response from the OT/PT.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>12. Out-of-class duties.</p> <p>a) Is present for required meetings/duties</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p>b) Supports program goals</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p>	<p>Is present for required meetings/duties: Yes is marked if there are no written administrative records showing that the OT/PT has unexcused absences for required meetings and/or duties during the past calendar year.</p> <p>No is marked if the administrator presents written administrative records that show the OT/PT has unexcused absences from required meetings and/or duties over the past calendar year.</p> <p>Supports school goals: Yes is marked if the OT/PT has been supportive of written school goals during the past calendar year.</p> <p>No is marked if an administrative evidence exists that the OT/PT has not supported school goals during the past year.</p>	<p>NOTE: To receive a “no” on either part of this indicator, the OT/PT must have been informed of the problem prior to the evaluation.</p> <p>No (Required meetings):</p> <ul style="list-style-type: none"> • The <u>administrator</u> presents attendance records that note a pattern of unexcused absences from required meetings and that have been previously brought to the OT/PT’s attention; <li style="text-align: center;">or • the <u>administrator</u> presents a note, which has been previously brought to the OT/PT’s attention, indicating that the OT/PT missed a function or had not fulfilled a duty they had agreed to complete. <p>No (Supports school goals):</p> <ul style="list-style-type: none"> • The administrator presents a note(s), for a meeting(s) previously held with the OT/PT, when failure to support a program goal was discussed, or a copy of a document that the OT/PT has produced which is non-supportive of a school goal, or an administrative record showing that the OT/PT has not attended meetings to develop and discuss program goals. <p>NOTE: Program goals are those goals developed cooperatively by the OT/PT and administrator which are in written form.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>13. Peer review completed.</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p>Date: _____</p>	<p>Yes is marked if the OT/PT shows the summary from a peer review which has been completed by the third Friday of October of the current academic year;</p> <p style="text-align: center;">or</p> <p>The first year, provisional OT/PT shows the summary of the meeting held with his/her mentor during which an action plan was developed.</p> <p>No is marked if the OT/PT does not show a completed peer review;</p> <p style="text-align: center;">or</p> <p>shows a peer review which was not completed in the current academic year;</p> <p style="text-align: center;">or</p> <p>shows a peer review which was completed after the third Friday in October;</p> <p style="text-align: center;">or</p> <p>a first year provisional OT/PT does not show a completed peer review for the second evaluation of the year.</p>	<p>NOTE: The summary from the peer review would include the date of the observation, the name of the review and suggested goals.</p> <p>The summary for a first year provisional OT/PT would include the date of the meeting with his/her mentor, a summary of the meeting and suggestions for goals.</p> <p>Yes: The OT/PT presents a completed and signed OT/PT Peer Review form.</p> <p>No: The OT/PT shows a peer review completed in February of the previous academic year.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>14. Performance objectives and action plans submitted.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p>Date: _____</p>	<p>Yes is marked if the OT/PT submits two performance objectives and an action plan for meeting those objectives by October 31 of the current academic year.</p> <p>No is marked if the OT/PT does not show at least two performance objectives;</p> <p style="text-align: center;">or</p> <p>does not show at least one performance objective based on the peer review;</p> <p style="text-align: center;">or</p> <p>does not show performance objectives and in action plan by October 31 of the current academic year.</p>	<p>NOTE: One of the two performance objectives submitted must be based on information the OT/PT received from the peer review. Performance objectives may be written for any of the domains included in the OT/PT performance evaluation system. They may be written for the same domain.</p> <p>No: The OT/PT shows one performance objective and action plan.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>15. Completes performance objectives.</p> <p><input type="checkbox"/> yes</p> <p><input type="checkbox"/> no</p> <p>Date: _____</p>	<p>Yes is marked if the OT/PT submits completed action plans, for the identified performance objectives, to the evaluator by March 1 of the current academic year.</p> <p>No is marked if the OT/PT does not submit completed action plans to the evaluator by March 1 of the current academic year.</p>	<p>NOTE: See the appendix of the JPAS Specialized Subgroups Handbook for a copy of the Action Plan form.</p> <p>Yes: The OT/PT submits completed action plan, including evidence of completion, for <u>each</u> performance objective. Evidence of completion may include: pre/post data, log of activities. date of attendance at a training and handouts from training, summary of chapters or articles read, meeting notes from consultation with another therapist, notes from a follow-up observation conducted by peer, etc. Written documentation should be attached to the Action Plan form.</p> <p>No: The OT/PT submits the completed action plan for one performance objective.</p>

OT/PT

Domain: Professional Growth and Responsibility

The occupational/physical therapist participates in professional development activities and fulfills duties outside of the classroom.

Indicator	Decision Rules	Examples and Instructions
<p>16. Immediate supervisor observation completed.</p> <p><input type="checkbox"/> yes <input type="checkbox"/> no</p> <p>Date of Preobservation Meeting: _____</p> <p>Date of Observation: _____</p>	<p>Yes is marked if the immediate supervisor has observed the OT/PT, after a preobservation meeting, and the OT/PT has demonstrated satisfactory performance during the observation</p> <p>No is marked if the immediate supervisor has observed the OT/PT, after a preobservation meeting, and the OT/PT has not demonstrated satisfactory performance during the observation.</p>	<p>NOTE: The OT/PT and the immediate supervisor must meet prior to the evaluation to identify when the observation will take place and to mutually agree on what behaviors the supervisor will be watching. The OT/PT must, during the preobservation meeting, <u>agree and document on what is an acceptable standard</u> (satisfactory performance) for each behavior that will be considered during the observation.</p>

Appendix

Evaluation Explanation Checklist

Instructions: The following checklist must be completed by an Administrator* at the conclusion of a case conference or IEP meeting.

Educator's Name: _____ Date: _____

Did the Educator:

1. Describe results of testing using terminology parents and other team members understand? Yes No
2. Ask the parents and/or other team members if they understood the results of the testing (e.g. "Do you have questions about the testing?")? Yes No
3. Explain the student's strengths and weaknesses as portrayed by the evaluation results? Yes No
4. Summarize the current level of the student's performance? Yes No
5. Discuss the ramifications of the student's disability? Yes No
6. Ask the parents if they have additional concerns, observations or information about their child's skills? Yes No
No Parent at Meeting**

Administrator's* Signature: _____

*May be any administrator who works with the Special Educator, SLP, Guidance Specialist, OT/PT, or Audiologist

**Count as a "yes"

Paraprofessional Checklist

Instructions: Each school year the special educator is to review the following information with each paraprofessional in their classroom. At the conclusion of the review, the special educator and paraprofessional should sign and date this form indicating that the paraprofessional has been oriented to classroom procedures and expectations. Copies of the checklists should be placed in the special educator's JPAS portfolio.

If you work directly with students, please answer questions 1-9. If you do not work directly with students, answer questions 1-4 only.

- 1. Describe and discuss the duties the paraprofessional is expected to fulfill (a list of those duties may be attached).
- 2. Inform the paraprofessional of written school goals, policies, procedures and resources.
- 3. Orient the paraprofessional to school faculty and staff members.
- 4. Explain to the paraprofessional that you will give them feedback about their job performance in order to help them strengthen their skills.
- 5. Explain the goals and objectives for the students the paraprofessional has been assigned to work with.
- 6. Demonstrate the use of the instructional materials and methods that the paraprofessional will be expected to use with their assigned students. Clarify any questions.
- 7. Describe the behavior management techniques that are used in the classroom and how they are to be implemented.
- 8. Inform each paraprofessional about the inservice classes that are available.
- 9. Explain the classroom, procedures and routines that the paraprofessional is expected to follow.
- 10. Explain the health care plans and procedures for all students in the classroom. Demonstrate and provide inservice training on any health-related / self-care procedures that the paraprofessional will be expected to implement (if applicable).

Paraprofessional Signature _____ Date _____

Special Educator Signature _____ Date _____

Name: _____ Date: _____
School: _____ File Reviewer: _____

JSD School Psychologists’ Assessment Domain Evaluation Form

Assessment/Individual Planning Domain

This domain measures an School Pyschologist’s (SP) competence in planning, assessing, reporting and communicating results and interpretations of students’ evaluations.

Three Special Education files will be randomly selected by the file reviewer from a group of **five** files for this evaluation. The following information applies to the **five** files:

- the files must be current within the last three year and from any school assignment the SP has held within the Jordan School District during that time
- the files must include testing which has been administered and scored by the SP who is being evaluated;
- the files must also include an IEP and goals developed by the SP who is being evaluated
- items will be marked according to a yes/no or 3-point scale
- provisional SP must submit for this initial review, one additional file must be presented for evaluation within 20 working days. After passing this initial review, four additional files must be presented by February 15, of which two will be randomly selected for the second evaluation.

1. Determine Areas in Need of Assessment

Decision Rule: Instruments selected address the areas of concern section of the referral or Response to Intervention form. For example, if behavioral or adaptive/self-help concerns are identified on the referral, then a standardized rating scale should be present in the files. In the case of a re-evaluation, the SP should address the classification the student holds. If there is a change in classification, there must be documentation in a psychological report, student log, dated correspondence from a parent, teacher, physician or outside agency, or team meeting notes that indicates the areas of concern and justifies the testing in a different area and subsequent change in classification.

3- All three files reviewed show excellent identification of areas in need of assessment-clear evidence that information has been carefully evaluated and appropriate assessment areas identified. Multiple sources of input on students are present.

2- Two of the three files reviewed show excellent identification of the areas in need of assessment-clear evidence that information has been carefully evaluated and all appropriate assessment areas identified. Multiple sources of input on students are present.

1- Only one or none of the three files reviewed meet the criteria of a “two” or “three” rating.

2. Selects Appropriate Current Assessment Procedures

Instruments in all three files are selected with regard to age, population, standardization group and examinee characteristics (e.g., language skills, cultural background, physical disabilities).

3. Administers and Scores Assessment Instruments Using Standard Procedures

The SP appropriately administers and scores assessment instruments in all three files in accordance with standard procedures outlined in manuals. Any deviation from standardized administration procedures should be noted on the protocol.

Examples: Chronological age is correct; basal and ceiling levels are established as per standard procedures; examinee's responses are recorded as per standard procedures; examinee's responses are probed/queried with notations made on the protocol as per standard procedure.

Yes No

4. Interprets, summarizes and reports assessment information in appropriate written form.

3- All three files reviewed contain reports which are excellent in terms of completeness (i.e., reason for referral, current service pattern, current classification, and reason for change in classification), presentation of relevant information, clear organization, timeliness, and usefulness for target audience(s).

2- Two of the three files reviewed are excellent in terms of completeness, presentation of relevant information, clear organization, timeliness, and usefulness for target audience(s).

1- Only one or none of the three files reviewed meet the criteria of a "two" or "three" rating.

***Note:** To receive a "two" or "three", all three files must include a psychological report completed within thirty days from the date of the last test administered as noted on the team written report.

5. Uses assessment results to develop goals on the IEP that meet student needs

3- All three files reviewed demonstrate:

- Goals address areas found in PLAAFP'S
- Goals on the IEP that are clearly linked to assessment results
- Goals are measurable. Objectives; there are 2 objectives/benchmarks per student who takes the Utah Alternate Assessment (UAA)
- Goals on the IEP which address major student problems
- Specific objective criteria with accuracy over time for each IEP goal

2- Two of the three files reviewed demonstrate:

- Goals address areas found in PLAAFP'S
- Goals on the IEP that are clearly linked to assessment results
- Goals are measurable. Objectives; there are 2 objectives/benchmarks per student who takes the Utah Alternate Assessment (UAA)
- Goals on the IEP which address major student problems
- Specific progress indicators under each goal on the IEP goal

1- Only one or none of the files reviewed meet the criteria of "two" or "three" rating.

Comments: _____

File Reviewer Signature

	1	2	3	4	5
1					
2					
3					

**Jordan School District
Jordan Family Education Center (JFEC)
School Psychologist Performance Appraisal System (SPPAS)**

JFEC Service Verification Form

School Year: _____

School Psychologist: _____

Date: _____

Fall Quarter

Winter Quarter

Spring Quarter

Intake	<input type="checkbox"/>	Intake	<input type="checkbox"/>	Intake	<input type="checkbox"/>
Counseling	<input type="checkbox"/>	Counseling	<input type="checkbox"/>	Counseling	<input type="checkbox"/>
Instructor	<input type="checkbox"/>	Instructor	<input type="checkbox"/>	Instructor	<input type="checkbox"/>
Other	<input type="checkbox"/>	Other	<input type="checkbox"/>	Other	<input type="checkbox"/>

Comments: _____

Fulvia E. Franco, Ph.D.
Coordinator, Guidance Programs
Coordinator, Jordan Family Education Center

Paraprofessional Checklist Supplement to the Jordan OT/PT Evaluation System

Instructions: Please complete this checklist by answering the questions as they pertain to your work with _____.

Has the therapist noted above, this school year, adequately:

1. Explained the goals and objectives for the students you've been assigned to work with? Yes No
2. Demonstrated how you are to use the instructional materials and methods you are to use with the students you are assigned to work with and asked if you had questions? Yes No
3. Described management techniques to use with the students you are assigned to work with and how the techniques were to be implemented? Yes No
4. Provided you with feedback about your job performance that helped you strengthen your skills? Yes No

Your Name: _____ Today's Date: _____

List the names of the student(s) with whom you work: _____

Jordan Occupational and Physical Therapist Evaluation System Performance Objectives and Action Plans

OT/PT's Name: _____

Supervising Administrator's Name: _____

OT/PT Team Leader's/Mentor's Name: _____

Team Leader Administrator

Date Plan Submitted:

--	--

Date Plan Approved:

--	--

Date Plan Completed:

--	--

Domain	Performance Objective	Action Plan	Evidence of Completion

OT/PT Peer Review Form

Therapist Being Reviewed: _____

Date of Review: _____

Reviewer: _____

Summary of Observations:

Suggestions for Performance Objectives:

Signature of Reviewer

Annual Work Plan Preparation

Jordan School District

Preparation of an Annual Work Plan

Rationale

The purpose of the Jordan School District Annual Work Plan is to give employees in schools or departments electing to use the plan a means to establish specific objectives for themselves. This is to be accomplished in collaboration with the employee's supervisor and must be approved by the supervisor.

The Annual Work Plan is used at the discretion of schools or departments and is an optional component of the "Performance Appraisal System" used for several categories of jobs in the district. The Annual Work Plan allows employees to define their jobs beyond the "general performance areas" of the Performance Appraisal System by writing **specific** work objectives and definitions of satisfactory or "standard" performance. The specific objectives and definitions then become a part of the employee's appraisal. Both the general performance areas and the specific performance objectives are evaluated by the employee's supervisor at the end of the performance period.

Suggested Process for Preparing the Annual Work Plan

1. The department establishes **departmental** goals or objectives in a collaborative process.
2. Individual employees incorporate appropriate **departmental** objectives into their personal work plan.
3. Specific **personal work objectives** not in the departmental objectives maybe identified by employees and/or supervisors and incorporated into the personal work plan.
4. Each employee meets with the supervisor to discuss the employee's objectives, and the supervisor approves the employee plan.
5. The supervisor evaluates performance on attainment of the objectives at the end of the performance period.

Using the Annual Work Plan Form

The Annual Work Plan form is completed by entering two items for each specified objective. First, the objective itself is written. Second, the satisfactory or “standard” level of performance is identified. An objective describes a major element in the employee’s job in terms of a general outcome, e.g. “Provide appropriate inservice training to secondary English teachers.” The satisfactory or “standard” level of performance would be a more specific statement, such as: “All English faculty in the district’s secondary schools will receive ten hours of training during the next school year. Training will be evaluated by a participant feedback form.”

Other examples of specific objectives and definitions of satisfactory performance standards are attached to this document.

Examples of Work Plan Objectives and “Standard” Performance Levels

Example 1

Objective #1

Specify Objective:

Perform special, major research/assessment/evaluation studies to provide information to USOE, the State Board, the Legislature, etc.

- Outstanding- Unique and exceptional performance and/or accomplishments.
- Above Standard- Clearly and consistently above what is required.
- Standard-Meets the requirements of the job in all respects (**Specify Standard Expectations for this Objective**).

1. Three major special studies are planned, executed, and completed.

2. Pertinent reports are provided from each study.

3. Presentations of key findings made to the State Board of Education, Legislature, and USOE staff.

- Below Standard- Marginal Performance. Fails to meet some significant job requirements
 - Unacceptable- Clearly inadequate performance.
-

Example 2

Objective #2

Specify Objective:

Provide training to new teachers in JSD in effective teaching skills and the JPAS.

- Outstanding- Unique and exceptional performance and/or accomplishments.
- Above Standard- Clearly and consistently above what is required.
- Standard-Meets the requirements of the job in all respects (**Specify Standard Expectations for this Objective**).

1. Hold classes in October for all new teachers

2. Participants will evaluate content of class and how class is taught

3. Course design will be modified according to results of evaluation. Modified class will be held in January.

- Below Standard- Marginal Performance. Fails to meet some significant job requirements.
- Unacceptable- Clearly inadequate performance.

Jordan School District Employee Annual Work Plan

Employee: _____

Soc. Sec. #: _____

Department/School: _____

Date: _____

Supervisor: _____

Plan Period: _____

See the District document "Preparation of an Annual Work Plan" for instructions on completing this form.

Objective #1

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
- ABOVE STANDARD- Clearly and consistently above what is required.
- STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).

- BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
- UNACCEPTABLE- Clearly inadequate performance.

Objective #2

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
 - ABOVE STANDARD- Clearly and consistently above what is required.
 - STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).

 - BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
 - UNACCEPTABLE- Clearly inadequate performance.
-

Objective #3

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
- ABOVE STANDARD- Clearly and consistently above what is required.
- STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).

- BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
- UNACCEPTABLE- Clearly inadequate performance.

Objective #4

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
 - ABOVE STANDARD- Clearly and consistently above what is required.
 - STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).

 - BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
 - UNACCEPTABLE- Clearly inadequate performance.
-

Objective #5

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
- ABOVE STANDARD- Clearly and consistently above what is required.
- STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).

- BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
- UNACCEPTABLE- Clearly inadequate performance.

Objective #6

Specify Objective:

Performance Levels

- OUTSTANDING- Unique and exceptional performance and/or accomplishments.
 - ABOVE STANDARD- Clearly and consistently above what is required.
 - STANDARD-Meets the requirements of the job in all respects (Specify Standard Expectations for this Objective).
 - BELOW STANDARD- Marginal Performance. Fails to meet some significant job requirements.
 - UNACCEPTABLE- Clearly inadequate performance.
-

Signatures for Annual Work Plan:

Employee Signature: _____

Date: _____

Supervisor Signature: _____

Date: _____

Bibliography

Additional References for Special Educators' Indicator 65

- **Provides paraprofessional with a description of job duties.**

A written job description is helpful in clarifying the specific duties of the paraprofessional. Gerlach, Pickett, Vasa, and Steckelberg (1992) explain that the job description may also include duties which the paraprofessional is not to perform, as outlined by school district policy. The job description may detail both instructional and non-instructional duties (Pickett, 1989). A written job description helps to promote job satisfaction for the paraprofessional as it validates the importance of the position, clarifies responsibilities, serves as a reference for evaluating performance, and identifies prerequisite skills (Pickett, Vasa, and Steckelberg, 1993).

- **Provides paraprofessional with information about school programs, goals, resources and faculty/staff members.**

Paraprofessionals serve as important members of the team who provides direct instructional services to students with disabilities (Pickett, 1989). To effectively serve as a team member, Gerlach et al. (1992) states that the paraprofessional should be able to answer a variety of questions dealing with school policy regarding district and school structure, school personnel, school rules and regulations, and discipline.

Pickett, Vasa, and Steckelberg (1993) explain that newly hired paraprofessionals benefit from a general orientation to the position and school. The orientation of any paraprofessional should include topics such as school policies, program goals, emergency procedures, and ethical standards.

Paraprofessionals should be treated as important members of the educational team and feel comfortable knowing where to go for answers to their questions.

- **Provides paraprofessional with feedback about his or her performance.**

Gerlach et al. (1992) maintain that a well-defined job description can serve as a reference point in conducting an evaluation of the paraprofessional's performance. They further explain that the special educator should meet periodically with the paraprofessional to provide feedback on his or her job performance. Specific comments should be directly related to the paraprofessional's performance and the teacher's expectations.

Pickett, Vasa, and Steckelberg (1993) state that the special educator needs to provide consistent feedback to assist the paraprofessional to refine his or her skills. Feedback can be on an informal basis which occurs on an ongoing basis throughout the school year, or a formal evaluation involving the observations and ratings by administrators and supervising educator. Information from the evaluation should be shared with the paraprofessional and include topics such as strengths and weaknesses, areas for improvement, strategies for altering behavior, and inservice plans.

- **Addresses conflicts between paraprofessionals and others.**

Developing a systemic way of dealing with conflicts in the classroom is critical. A study by Steckelberg, Allen, and Vasa (1986) suggests that communication of intentions between the special educator and paraprofessional is not always adequate. Pickett, Steckelberg, and Vasa (1993) indicate that communication between supervisor and paraprofessional is important because it is a means of providing feedback on performance, promoting development of paraeducator's skills, and promoting positive interpersonal relationships. Effective communication helps to resolve conflicts and promote team cohesion.

- **Alerts building administrator to problems with a paraprofessional's job performance**

Pickett (1989) instructs that the responsibility of the building administrator assigned to work with teachers includes being available to provide assistance to team members, enabling them to solve interpersonal and other problems that may occur in the educational setting. The role of the local education agency representative (LEA) as per JSD policies and procedures is to supervise and evaluate assigned special educators and support personnel with regard to competencies and professional performance in the implementing of the special education programs (C-9). It is the responsibility of the special educator to inform the building administrator of concerns regarding the paraprofessional's performance.

- **Provides paraprofessionals with information about the goals and objectives of the students they are specifically assigned to work with.**

To orient the paraprofessional to his or her assigned duties, it is important that the special educator discuss the goals and objectives for each student with whom he or she will assist. Pickett (1989) explains that the teacher needs to review long and short term goals for each student and the individualized program designed to achieve them. Pickett, Steckelberg, and Vasa (1993) further explain that the special educator needs to delegate paraprofessional assignments and communicate the needs of each student to the paraprofessional.

- **Provides paraprofessional with the instructions and materials necessary to fulfill their duties.**

Gerlach et al. (1992) confirm that the special educator should establish regular meeting times with the paraprofessional to discuss weekly lesson plans, discuss materials/teaching aids that will be needed, and discuss problems. The teacher may need to guide the paraprofessional in attaining cooperatively established objectives. Pickett (1989) states that the teacher should describe and demonstrate preferred teaching methods and procedures, new skills or activities prior to beginning a new lesson for assigned students, and provide additional practice or information when needed by the paraprofessional. Pickett, Steckelberg, and Vasa (1993) further advocate that the special educator must provide the training and support necessary for paraprofessional to be successful. In addition, the special educator must establish the strategies and schedules for meeting the IEP goals of each student and communicate these to the paraprofessional.

- **Provides training in management skills to paraprofessional**

In order to provide training in management skills, the special educator must demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs (CEC 1995, p. 17, CC:6.S1). The paraprofessional implements the behavioral management strategies using the same emphasis and techniques as the teacher (Gerlach et al., 1992). Pickett, Steckelberg, and Vasa (1993) state that a major responsibility of the special educator is to establish and communicate the paraprofessional's role in classroom behavior management. In addition, that responsibility includes assisting the paraprofessional in defining his or her position as an authority figure.

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