

SCHOOL DISTRICT OF PUTNAM COUNTY

READING COACH

PERFORMANCE APPRAISAL

Name _____ Position _____

Employee # _____ Course Code Number _____

School/Dept. _____ School Year _____

1. PLANNING/PREPARATION

Category Definitions

- * (1) Create or select short- and long-range plans based on district and state curriculum requirements, student profiles and instructional priorities.
- * (2) Identify specific intended learning outcomes that are challenging, meaningful, and measurable.
- * (3) Plan and prepare a variety of learning activities considering individual student's culture, learning styles, special needs, and socio-economic background.
- * (4) Develop or select instructional activities which foster active involvement in the learning process.
- * (5) Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- * (6) Assist in assessing changing curricular needs and plans for improvement.

Source Code (check all that apply)

- A. Behavioral Event Interview B. Direct Documentation C. Indirect Documentation
 D. Training Programs Competency Acquisition E. Evaluatee Provided F. Confirmed Observation

Category Score

Maximum Score - 7

- Unsatisfactory - 0 Needs Improvement - 2.5 Effective - 5 Highly Effective - 6 Exemplary - 7

READING COACH (Continued)

2. CLASSROOM MANAGEMENT

Category Definitions

- *(7) Maintain a positive, organized and safe learning environment.
- *(8) Use time effectively.
- *(9) Manage materials and equipment effectively.
- *(10) Use effective student behavior management techniques.
- *(11) Enforce school rules, administrative regulations and Board policies.
- *(12) Establish and maintain effective and efficient record keeping procedures, including but not limited to, required individual student plans and reports.
- *(13) Use technology resources effectively.
- *(14) Assist the school in the compilation of data to evaluate reading programs and assist in identifying appropriate strategies.
- *(15) Maintain reading documentation required by the state.
- *(16) Coordinate and monitor the work of volunteers and aides when assigned.

Source Code (check all that apply)

- A. Behavioral Event Interview B. Direct Documentation C. Indirect Documentation
- D. Training Programs Competency Acquisition E. Evaluatee Provided F. Confirmed Observation

Category Score

Maximum Score - 7

- Unsatisfactory - 0 Needs Improvement - 2.5 Effective - 5 Highly Effective - 6 Exemplary - 7

READING COACH (Continued)

3. ASSESSMENT/EVALUATION

Category Definitions				
*(17)	Develop and use assessment strategies (traditional and alternative) to assist the continuous development of students.			
*(18)	Analyze and identify reading problems.			
*(19)	Interpret data (including but not limited to standardized and other test results) for diagnosis, instructional planning and program evaluation.			
*(20)	Establish appropriate testing environment and test security.			
*(21)	Communicate, in understandable terms, individual student progress to the student, parents, and professional colleagues who need access to the information.			
*(22)	Evaluate the effectiveness of instructional units and teaching strategies.			
Source Code (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score		Maximum Score - 6		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2	<input type="checkbox"/> Effective - 4	<input type="checkbox"/> Highly Effective - 5	<input type="checkbox"/> Exemplary - 6

READING COACH (Continued)

4. INTERVENTION/DIRECT SERVICES

Category Definitions

- *(23) Work with and support the classroom teacher in providing a balanced reading program.
- *(24) Assist in implementing and monitoring of the reading curriculum.
- *(25) Assist in reading curriculum revision and development.
- *(26) Assist with the selection of appropriate reading resources related to identified needs at the school site.
- *(27) Demonstrate knowledge and understanding of subject matter.
- *(28) Conduct parent nights to provide information and to train parents to assist their students.
- *(29) Communicate high learning expectations for all students.
- *(30) Apply principles of learning and effective teaching in instructional delivery.
- *(31) Use a variety of instructional strategies appropriate for teaching students from diverse backgrounds with different learning styles and special needs and which enhance the application of critical, creative and evaluative thinking capabilities.
- *(32) Use appropriate material, technology, and other resources to help meet learning needs of all students.
- *(33) Provide appropriate instructional modification for students with special needs, including exceptional education students and students who have limited English proficiency.
- *(34) Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- *(35) Provide instruction on safety procedures and proper handling of materials and equipment.
- *(36) Foster student responsibility, appropriate social behavior, integrity, valuing of cultural diversity, and respect for self and others by role modeling and learning activities.

Source Code (check all that apply)

- A. Behavioral Event Interview B. Direct Documentation C. Indirect Documentation
- D. Training Programs Competency Acquisition E. Evaluatee Provided F. Confirmed Observation

Enter Category Score

Maximum Score - 10

- Unsatisfactory - 0 Needs Improvement - 3 Effective - 6 Highly Effective - 8 Exemplary - 10

READING COACH (Continued)

5. TECHNOLOGY

Category Definitions				
* (37)	Use technology resources effectively.			
* (38)	Use technology to establish an atmosphere of active learning.			
* (39)	Provide students with opportunities to use technology to gather and share information.			
* (40)	Facilitate student access to the use of electronic resources.			
* (41)	Explore and evaluate new technologies and their educational impact.			
* (42)	Use technology to review student assessment data.			
* (43)	Use technology for administrative tasks.			
Source Code (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score		Maximum Score - 6		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 2	<input type="checkbox"/> Effective - 4	<input type="checkbox"/> Highly Effective - 5	<input type="checkbox"/> Exemplary - 6

6. COLLABORATION

Category Definitions				
* (44)	Facilitate collaboration among teachers and grade levels at school.			
* (45)	Work closely with district staff to assist in the development and delivery of training.			
* (46)	Enlist the support of the SAC, PTA or PTO, Business Partners, Mentors and Volunteers for the reading initiative.			
* (47)	Communicate effectively, both orally and in writing, with other professionals, students, parents and community.			
* (48)	Provide accurate and timely information to parents and students about academic and behavioral performance of students.			
* (49)	Collaborate with other professionals and parents after recognizing student distress or abuse.			
* (50)	Serve on Student Support Team.			
* (51)	Collaborate with peers and other professionals to enhance student learning.			
Source Code (check all that apply)				
<input type="checkbox"/> A. Behavioral Event Interview	<input type="checkbox"/> B. Direct Documentation	<input type="checkbox"/> C. Indirect Documentation		
<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score		Maximum Score - 5		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1.5	<input type="checkbox"/> Effective - 3	<input type="checkbox"/> Highly Effective - 4	<input type="checkbox"/> Exemplary - 5

READING COACH (Continued)

7. STAFF DEVELOPMENT

Category Definitions				
*(52)	Engage in a continuing improvement of professional skills and knowledge.			
*(53)	Establish and implement an individual Professional Development Plan annually in accordance with state and district requirements.			
*(54)	Update the principal and teachers on the latest trends in the area of reading instruction.			
*(55)	Coach teachers in the latest techniques for the prevention and remediation of reading problems.			
*(56)	Model effective teaching strategies and techniques.			
*(57)	Assist teachers with instructional strategies to improve FCAT reading comprehension and Florida Writes assessment.			
*(58)	Conduct staff development activities to assist teachers in helping students improve reading skills.			
Source Code (check all that apply)				
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<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score		Maximum Score - 5		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1.5	<input type="checkbox"/> Effective - 3	<input type="checkbox"/> Highly Effective - 4	<input type="checkbox"/> Exemplary - 5

8. PROFESSIONAL RESPONSIBILITIES

Category Definitions				
*(59)	Act in a professional and ethical manner and adhere at all times to The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.			
*(60)	Demonstrate attention to punctuality and regular attendance.			
*(61)	Prepare all required reports in an accurate and timely manner and maintain all appropriate records.			
*(62)	Maintain confidentiality of student and other professional information.			
*(63)	Comply with policies, procedures and programs.			
*(64)	Exercise appropriate professional judgment.			
*(65)	Support school improvement initiatives.			
(66)	Perform other tasks consistent with the goals and objectives of this position.			
Source Code (check all that apply)				
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<input type="checkbox"/> D. Training Programs Competency Acquisition	<input type="checkbox"/> E. Evaluatee Provided	<input type="checkbox"/> F. Confirmed Observation		
Enter Category Score		Maximum Score - 4		
<input type="checkbox"/> Unsatisfactory - 0	<input type="checkbox"/> Needs Improvement - 1	<input type="checkbox"/> Effective - 2	<input type="checkbox"/> Highly Effective - 3	<input type="checkbox"/> Exemplary - 4

READING COACH (Continued)

9. STUDENT GROWTH AND ACHIEVEMENT

Category Definitions																			
*(67)	Ensure that student growth and performance are continuous and appropriate for age group, subject area and/or student program classification.																		
*(68)	Establish and maintain a positive collaborative relationship with the students' families to increase student achievement.																		
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READING COACH (Continued)

OVERALL RATING

Total Score _____

Unsatisfactory 0 - 33

Needs Improvement 34 - 59

Effective 60 - 77

Highly Effective 78 - 93

Exemplary 94 - 100

Comments of the Evaluatee: _____

Comments of the Evaluator: _____

This evaluation has been discussed with me: Yes No

Signature of Evaluatee

Date

Signature of Evaluator

Date