

HIGH PLAINS
EDUCATIONAL COOPERATIVE

PERSONNEL EVALUATION
PROCESS HANDBOOK

Revised 8/04

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PURPOSE

A system for evaluating personnel is essential in an educational setting, as it assures that quality services are received by all students. Evaluations are used in making decisions concerning continuing employment, assignment, advancement and, more importantly, improving services. The evaluation should appraise the educator's strengths and weaknesses, provide for growth and improvement, and encourage beneficial changes in service.

The High Plains Educational Cooperative Personnel Evaluation Process is designed to assist the staff member in becoming more effective. Through a cooperative effort between the HPEC administration, the local district building principal, and the HPEC staff member, successful evaluation should lead to better educational services. This handbook will provide explanations of the personnel evaluation process.

DISTRIBUTION

The Personnel Evaluation Handbook will be distributed and revisions explained at the general inservice each year. All principals will receive a copy of the Personnel Evaluation Handbook, checklists with job descriptions, and a list of personnel they are to evaluate.

PERSONNEL EVALUATION PROCESS

Data Sets

The HPEC Personnel Evaluation Process involves four components. The four components include a Formal Observation, a Checklist for Minimum Performance Expectations, a Professional Matrix and Professional Development Goals. Each will be discussed at length.

Formal Observation

The first set of data required for the Personnel Evaluation Process is a formal observation by the evaluator. This observation should be completed while the staff member is actively performing their duties. This may include observing the staff member providing instruction, evaluating students, participating in parent meetings and IEP conferences, providing inservices, etc. A record of the observation date and the amount of time involved in teacher observation should be recorded by the evaluator on the observation report. Since the evaluation process is one that needs continuous attention by the administrator, HPEC encourages all administrators to use data from ongoing observations when evaluating HPEC staff. If the principal requires assistance with the evaluation process, HPEC administrators will be available to assist.

Checklist for Minimum Performance Expectations

The second data set is a checklist of items representative of minimum performance expectations needed in serving HPEC districts. This Checklist for Minimum Performance Expectations is composed of five items, each with descriptive indicators. These minimum performance expectations are:

Performance Area 1: The teacher plans and prepares.

- Indicator 1: Demonstrates knowledge of content and pedagogy.
- Indicator 2: Demonstrates knowledge of students.
- Indicator 3: Selects appropriate instructional goals.
- Indicator 4: Demonstrates knowledge of resources.
- Indicator 5: Designs coherent instruction.
- Indicator 6: Assesses student learning.

Performance Area 2: The teacher manages the classroom environment.

- Indicator 1: Creates an environment of respect and rapport with students.
- Indicator 2: Establishes a culture for learning.
- Indicator 3: Manages classroom procedures.
- Indicator 4: Manages student behavior.
- Indicator 5: Organizes physical space.

Performance Area 3: The teacher provides appropriate instruction.

- Indicator 1: Communicates clearly and accurately.
- Indicator 2: Uses questioning and discussion techniques.
- Indicator 3: Engages students in learning.
- Indicator 4: Provides feedback to students.
- Indicator 5: Demonstrates flexibility and responsiveness.

Performance Area 4: The teacher models positive professional attributes.

- Indicator 1: Reflects on teaching practice.
- Indicator 2: Maintains accurate records.
- Indicator 3: Grows and develops professionally.
- Indicator 4: Contributes to the school and district.
- Indicator 5: Shows professionalism.
- Indicator 6: Performs duties outlined in job descriptions.
- Indicator 7: Follows regulations concerning student and family due process rights.

Performance Area 5: The teacher maintains positive relationships.

- Indicator 1: Collaborates with families and professional staff.
- Indicator 2: Collaborates with teams.
- Indicator 3: Demonstrates respect when working with others.
- Indicator 4: Builds positive school and community relationships.
- Indicator 5: Demonstrates sensitivity to student need(s).

After the final observation, the administrator should rate the educator on the Checklist for Minimum Performance Expectations. A conference should be scheduled within fifteen school days of the final observation to discuss the observation and the checklist ratings. The conference should provide an opportunity to openly share ideas regarding the educator's performance. The educator is encouraged to expand on their educational practices. Both parties should keep an "open mind" during these conferences and stress an atmosphere of growth. Following the discussion, a final rating should be recorded. The evaluator has the final decision in determining the actual rating.

To use the evaluation instrument, the evaluator collects evidence for each performance area. These examples may be gathered through observation, through the use of a portfolio provided by the staff member, or by viewing other documents. See the Example sources of Documentation form included in this handbook for more specific examples of evidence for each performance area.

The descriptive indicators offer the evaluator guidance by citing examples of tasks that would support the accomplishment of the performance area. The evaluator examines the individual performance and determines if the individual is or is not meeting the expected performance level. If the individual were meeting performance expectations, the met column would be marked. If the individual were not meeting expectations, the not met column would be marked. In either case, the evaluator must provide justification for the rating in the narrative portion marked As Evidenced By, by providing examples for most, if not all, of the indicators. Most, if not all, of the indicators should be considered when determining an employee's performance level. There is not a set criteria or a number of indicators that must be met for the column to be rated as met or not met. Use professional judgement. If there are questions, collect more evidence or consult an HPEC Administrator.

The Checklist for Minimum Performance Expectations should be previewed with the educator by November 1. The observation and the checklist should be completed and signed by February 15. The schedule for personnel appraisal will be:

*Teachers in their first through fourth year of employment with HPEC will be evaluated using the Checklist for Minimum Competency Expectations at the beginning of the second semester, but not later than February 15.

*Teachers who have been employed by HPEC more than four years will be on a three year rotation for evaluation. It is understood teachers may be evaluated as needed to document minimum competency; however, teachers will be evaluated with the Checklist for Minimum Performance Expectations at least once every (3) years.

The Checklist for Minimum Performance Expectations has two ratings: met, not met. A "met" rating indicates the staff member has performed at a competency level expected of all professional educators and the duties were performed adequately for that area. A "not met" rating indicates the staff member has not performed at the competency level expected of all professional educators and the duties were not performed adequately for that area. The educator will receive administrative assistance in the areas identified as "not met".

If one area is rated "not met", a plan of assistance will be developed by the evaluator within 20 school days. The plan may be developed collaboratively by the local and HPEC administration. If a plan of assistance is necessary, the staff member will be placed on disciplinary status. A Plan of Assistance form is included in this handbook.

Professional Matrix

The third data set required for the personnel evaluation process is the review and discussion of the Professional Matrix. The matrix addresses the five competencies in the Checklist for Minimum Competency Expectations by identifying levels for each performance area. Professionals and HPEC administration review the competencies and identify where skill levels are and identify next steps for professional growth. The matrix is a means for professionals to review expectations for the competency areas and to set goals for continuous professional improvement. This part of the evaluation process is flexible in order to meet specific job descriptions. The HPEC administrator will review this process annually with each staff member by November 1. It is recommended that the local building administrator be included in this discussion as well if possible.

Professional Development Goals

The final data set is the development of Professional Development Goals. Jointly, the HPEC Administrator and the staff member will review the levels of competency on each of the five performance areas along the continuum Professional Matrix and from further discussions, the staff member and administrator will develop Professional Development Goals. The evaluatee should then list activities and recommendations for reaching the goal, the timeline for each activity, and designated time when improvements will be evaluated.

The Professional Matrix and the Professional Development Goals should be previewed and developed annually no later than November 1. The Professional Development Goals should be reviewed no later than April 1 of each year. The process is completed jointly with the professional and the HPEC administrator. It is recommended that the local building administrator be included in these discussions as well if possible.

**Due Dates
All Certified Staff**

| | | |
|---------------------------------------|------------|---------------------------|
| Professional Matrix Preview | By Nov. 1 | HPEC/Local Administrator |
| Create Professional Development Goals | By Nov. 1 | HPEC /Local Administrator |
| Checklist Preview | By Nov. 1 | HPEC /Local Administrator |
| Checklist Completed | By Feb 15 | HPEC /Local Administrator |
| Review Professional Development Goals | By April 1 | HPEC /Local Administrator |

Disciplinary Status

Disciplinary status indicates the individual will focus improvement efforts on meeting satisfactory performance in the five minimum competencies and is a result of one or more areas being rated as "not met". To support the individual the following procedures will be followed:

1. The educator will receive notification of status requiring their signature.
2. All differentiated treatment of individuals must be identified in the plan of assistance.
3. The educator will be released from Professional Development Goal requirements during the disciplinary status period.
4. The educator is not eligible for out of district travel unless specified in the plan of assistance.
5. A review date will be denoted on the plan of assistance and an evaluation summative meeting held to discuss progress and further action.
6. The HPEC administrator may recommend the educator for suspension and/or non-renewal immediately upon inappropriate conduct with students, staff, or district as defined in policy handbook.

Staff Members' Role in the Evaluation Process

The HPEC staff member plays an important part in the evaluation process. The educator's input is needed to stimulate open communication with the administrator. A positive attitude toward the evaluation, along with a willingness to share and cooperate, will make the evaluations beneficial to the educator as well as to the school.

The staff member is primarily responsible for the following:

1. Meet with the HPEC/Local Administrator by November 1 to preview checklist expectations, professional matrix and to develop professional development goals.

2. Be an active participant in the conference.
3. Add additional comments on any of the documents.
4. Sign the Personnel Evaluation Summary Sheet to signify the portfolio and checklist were reviewed together with the evaluator.
5. Complete activities agreed upon on professional development goals and provide evidence to support Checklist for Minimum Performance Expectations.

Building Administrators' Role in the Evaluation Process

The principal is the primary supervisor of all staff and students in his/her building. The building principal is primarily responsible for the following:

1. Meet with HPEC Administrator and Staff Member by November 1 to preview checklist expectations, professional matrix and to develop professional development goals.
2. Prior to completing the Checklist for Minimum Competency Expectations, formally observe the staff who are to be evaluated.
3. Collect data, which supports the ratings.
4. Complete the Checklist for Minimum Competency Expectations and conference with the educator by February 15.
5. Provide suggestions to educators for areas needing improvement.
6. Work collaboratively with HPEC administrator on a plan of assistance if one or more areas are marked as "not met".

HPEC Administrators' Role in the Evaluation Process

The HPEC administration is committed to taking an active role in the evaluation of all staff. The HPEC administrators will be responsible for assuring that all evaluations are completed. The HPEC administrator will share ideas on performance competencies, educator performance, and areas that need improvement which are specifically related to the staff member's job description. The HPEC administrator is primarily responsible for the following:

1. Meet with the Local Building Administrator and Staff Member by November 1 to preview the checklist expectations, professional matrix and to assist in the development of professional development goals.
2. Review the professional development goals by April 1.
3. For itinerant staff, complete the checklist and conference with the educator by February 15.
4. Provide input and suggestions for staff members when an area needing improvement is identified.
5. Provide assistance to principals and staff.
6. Assure all evaluations are completed by the due date.
7. Develop plans of assistance in collaboration with the building principal and evaluate its progress. Make recommendations to the BOD regarding non-renewal or renewal of contracts.

Acknowledgement

In December 2003 a special committee was formed to review the High Plains Educational Cooperative evaluation form, to explore other evaluation tools, and if recommended, to develop a new teacher evaluation form. After several months of meetings, revisions, and long hours of work, a new process was developed and presented to the HPEC Board of Directors in August of 2004.

Evaluation Committee Members 2003-04

| | |
|-----------------|----------------------|
| Gary Tuxhorn | Board Member |
| Wes Brown | Board Member |
| Dean Katt | Superintendent |
| Lee Leiker | Superintendent |
| Juan Perez | Principal |
| Tiffany Brewer | Principal |
| Carol Tarbet | Board Member |
| Martha Rogge | Board Member |
| Angela Howe | Speech Pathologist |
| Sharon Jackson | School Psychologist |
| Mary Schreck | Interrelated Teacher |
| Jonathan Ansley | Gifted Facilitator |
| Gail Gillespie | Assistant Director |
| Marcy Fierstein | Assistant Director |
| Shelly Harris | Assistant Director |
| Mike Lewis | Director |

**Observation Report
Attach to
HPEC Checklist for Minimum Performance
Expectations**

Teacher _____ Area: _____

Date: _____ Time: _____

Observation Survey:

Conference Discussion:

Action Recommended:

Teacher's Comments, attach additional page(s) if necessary:

Teacher's Signature

Evaluator's Signature

Conference Date

HPEC Checklist for Minimum Performance Expectations

Name of Person Evaluated: _____

Date of Evaluation: _____

Evaluated By: _____

Teacher's Signature: _____ Date: _____

Signature on this form signifies knowledge of its content, not necessarily agreement.

Supervisor's Signature: _____ Date: _____

Additional Supervisor Signature: _____ Date: _____

| Performance Area 1: The teacher plans and prepares. | MET | NOT MET |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| As Evidenced By: Indicator 1: Demonstrates knowledge of content and pedagogy. Indicator 2: Demonstrates knowledge of students. Indicator 3: Selects appropriate instructional goals. Indicator 4: Demonstrates knowledge of resources. Indicator 5: Designs coherent instruction. Indicator 6: Assesses student learning. Indicator 7: Monitors student progress. | | |
| Next Steps / Comments: | | |

| Performance Area 2: The teacher manages the classroom environment. | MET | NOT MET |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| As Evidenced By: Indicator 1: Creates an environment of respect and rapport with students. Indicator 2: Establishes a culture for learning. Indicator 3: Manages classroom procedures. Indicator 4: Manages student behavior. Indicator 5: Organizes physical space. | | |
| Next Steps / Comments: | | |

| Performance Area 3: The teacher provides appropriate instruction. | MET | NOT MET |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| As Evidenced By: Indicator 1: Communicates clearly and accurately. Indicator 2: Uses questioning and discussion techniques. Indicator 3: Engages students in learning. Indicator 4: Provides feedback to students. Indicator 5: Demonstrates flexibility and responsiveness. | | |
| Next Steps / Comments: | | |

| Performance Area 4: The teacher models positive professional attributes. | MET | NOT MET |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| As Evidenced By: Indicator 1: Reflects on teaching practice. Indicator 2: Maintains accurate records. Indicator 3: Grows and develops professionally. Indicator 4: Contributes to the school and district. Indicator 5: Shows professionalism. Indicator 6: Performs duties outlined in job descriptions. Indicator 7: Follows regulations concerning student and family due process rights. | | |
| Next Steps / Comments: | | |

| Performance Area 5: The teacher maintains positive relationships. | MET | NOT MET |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------|
| As Evidenced By: Indicator 1: Collaborates with families and professional staff. Indicator 2: Collaborates with teams. Indicator 3: Demonstrates respect when working with others. Indicator 4: Builds positive school and community relationships. Indicator 5: Demonstrates sensitivity to student need(s). | | |
| Next Steps / Comments: | | |

Example Sources of Documentation

| Performance Areas: | Possible Sources: |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The teacher plans and prepares. | Lesson plans, IEP goal pages, assessment information, IEPs at a glance, progress monitoring notes, intervention strategies, etc. |
| 2. The teacher manages the classroom environment. | Classroom rules, lessons to teach appropriate behavior, individual / class behavior contracts or plans, time on task, organization of room, positive interactions, etc. |
| 3. The teacher provides appropriate instruction. | Classroom observations, observations of staffings and teaming, lesson plans, examples of student progress notes, etc. |
| 4. The teacher models positive professional attributes. | Reflection questions or journals, ETR/IEP, goals and updates, progress monitoring, Individual Development Plans, documents supporting district goals, notes and activities learned from inservices, etc. |
| 5. The teacher maintains positive relationships. | Observations of staffings and team meetings, observed efforts to build relationships with students, families, professional staff, community, etc. |

HPEC PROFESSIONAL MATRIX

| ADVANCED | PROFICIENT | BASIC | UNSATISFACTORY | PERFORMANCE AREA |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| There is clear evidence of knowledge of pedagogy and of students. Research based strategies are used and goals are individualized and uniquely prescribed. There is strong data to show student learning from frequent monitoring sources. | There is evidence of meaningful instruction and a variety of strategies are used. Student goals are appropriate and there is some evidence of student growth. | There are lesson plans and evidence of variety of strategies. | There is little preparation; little knowledge of pedagogy and students. There is failure to assess and plan appropriate instructions to meet individual students' needs. | 1. The staff member plans and prepares. |
| There is a culture of learning in the classroom. There is a routine and order that students expect. Appropriate behavior is modeled, taught and practiced. There is a visible respect between students and teachers. | Classroom rules and expectations are reinforced frequently and practiced regularly. Rules and expectations are set and are understood by students. | Rules and expectations are established but not consistently carried out. | There is a lack of respect for students and classroom is not supportive of continual learning; there are no clearly defined classroom procedures. | 2. The staff member manages the classroom environment. |
| Communication skills are clear and accurate. Students are learning and understanding at the synthesis and evaluation level. There is evidence of ongoing feedback to students. There is data to support responsive teaching. Students are almost always engaged. | Communication skills are good. There is good use of questioning and discussion techniques. Time on task is high. Ongoing data collection effects changes in instruction. | Students understand their goals and lessons. They receive feedback at infrequent intervals. Students are engaged most of the time. | Students do not understand the instruction. They do not know what they need to work on or what they are good at. The teacher does not change/individualize instruction. Students are off task. | 3. The staff member provides appropriate instruction. |
| There is continual reflection of current practices and implementation of research-based strategies. Records are completed promptly and accurately. There is evidence of contribution to the school and district. Job description items are completed to an exemplary level. | Seeks out to enhance and recognizes the need to engage in professional development opportunities. Paperwork is completed accurately and promptly. Job description items are completed at an advanced level. | Attends professional development activities. Sometimes uses new information and applies it to student instruction. Paperwork is complete with few late or with few mistakes. | The teacher fails to perform items on job description at a minimum level. There is inconsistency in work performance. Records are not complete. Fails to live up to professional codes of conduct. | 4. The staff member models positive professional attributes. |
| The teacher is a mentor to others; shows empathy; is a team leader and is well respected by team members and peers. The teacher helps create professional and productive collaborations and provides consulting to others. Others implement your suggestions and continue to team with you. Gets along well with almost everyone. | Consistently works to improve team building and consulting skills. Maintains positive attitude even in face of adversity. There is evidence of good, positive school / community relationships. | Limited collaborative and teaming skills. May be negatively influenced by others or critical of others. Prefers to work alone. | The teacher treats others disrespectfully; is unwilling to work as a collaborative team member; isolates self from others. Does not treat students respectfully. | 5. The staff member maintains positive relationships. |

High Plains Educational Cooperative Professional Development Goals

| Certified Employee Name | Position / Assignment | | | Date | | |
|--------------------------------------------|------------------------------------------|-----------------------------------------|---------------------------------------|------|------------|---------------|
| School Year | Knowledge, Innovation & Activities | Application, Innovation & Activities | Impact, Innovation & Activities | Met | Not Met | Con- tinue |
| District Goal: | Evidence: | Evidence: | Evidence: | | | |
| HPEC Categorical Goal: | Evidence: | Evidence: | Evidence | | | |
| Professional Team Goal: | Evidence: | Evidence: | Evidence: | | | |
| Personal Professional Goal: | Evidence: | Evidence: | Evidence: | | | |

HIGH PLAINS EDUCATIONAL COOPERATIVE
INTERLOCAL #611
NOTIFICATION OF UNSATISFACTORY
PERFORMANCE/DISCIPLINARY STATUS

Certified Employee Name

Assignment/School

Evaluator(s)

Position/School

This form constitutes official notice from your immediate supervisor that your performance in the area(s) indicated has been judged to be less than satisfactory.

(Note: A PLAN OF ASSISTANCE FORM should be used to define areas needing improvement.)

_____ Performance Area 1: The teacher plans and prepares.

_____ Performance Area 2: The teacher manages the classroom environment.

_____ Performance Area 3: The teacher provides appropriate instruction.

_____ Performance Area 4: The teacher models positive professional attributes.

_____ Performance Area 5: The teacher maintains positive relationships.

It is recommended that the certified employee be re-evaluated before April 1. If satisfactory performance is not shown at this time, Notification of Unsatisfactory Performance will be given to the Board of Education.

THIS NOTIFICATION HAS BEEN DISCUSSED WITH THIS CERTIFIED EMPLOYEE. THE CERTIFIED EMPLOYEE ACKNOWLEDGES A RECEIPT OF THIS FORM.

Signature of Administrator

Date _____

Signature of Certified Employee

Date _____

CERTIFIED STAFF EVALUATION SUMMARY

Staff Member Name: _____

Supervisor Name: _____

Other Evaluator Name: _____

SUMMATIVE CHECKLIST

| | | | |
|-------------------------------|-----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| Cycle # _____ | Matrix/Professional Goal Preview (by Nov. 1) | Observation/Checklist (by Feb. 15) | Matrix/Professional Goal Review (by April 1) |
| Date | | | |
| Staff Member Signature | | | |
| Supervisor Signature | | | |

| | | | |
|-------------------------------|-----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| Cycle # _____ | Matrix/Professional Goal Preview (by Nov. 1) | Observation/Checklist (by Feb. 15) | Matrix/Professional Goal Review (by April 1) |
| Date | | | |
| Staff Member Signature | | | |
| Supervisor Signature | | | |

| | | | |
|-------------------------------|-----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| Cycle # _____ | Matrix/Professional Goal Preview (by Nov. 1) | Observation/Checklist (by Feb. 15) | Matrix/Professional Goal Review (by April 1) |
| Date | | | |
| Staff Member Signature | | | |
| Supervisor Signature | | | |

| | | | |
|-------------------------------|-----------------------------------------------------|-------------------------------------------|-----------------------------------------------------|
| Cycle # _____ | Matrix/Professional Goal Preview (by Nov. 1) | Observation/Checklist (by Feb. 15) | Matrix/Professional Goal Review (by April 1) |
| Date | | | |
| Staff Member Signature | | | |
| Supervisor Signature | | | |

JOB DESCRIPTION

Locator: 1.1

8/04

TITLE: **Audiologist**

QUALIFICATIONS:

- Certification, KSBE
- License from the KDHE
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: HPEC Director

JOB GOAL: Provides a related service which identifies children with a hearing loss, determines the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provides habilitative activities and hearing evaluations; and creates and administers programs for prevention of hearing loss.

PERFORMANCE RESPONSIBILITIES

- Work with school nurses to screen school age children as identified in regulations / guidelines
- Screen the hearing of pre-school children
- Conduct hearing evaluations
- Consult with teachers, parents, doctors, etc.
- Provide training, support, and supervision of assigned paraprofessionals
- Professional writing, including development of reports
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including collaboration, communication, continuous progress monitoring, intervention, and audiometric procedure
- Document services provided
- Demonstrate knowledge of special education law, process, and procedures
- Maintain and order auditory trainers
- Make ear mold impressions
- Provide hearing aid analysis
- Work to secure resources for children
- Travel to/from schools, preschools, and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of professional personnel.

I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

SIGNATURE

DATE

JOB DESCRIPTION

TITLE: Speech/Language Pathologist

QUALIFICATIONS:

- Certification in Speech Correction, EC-12, KSBE
- License from the KDHE
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: HPEC Director and/or Assistant Directors and Principals

JOB GOAL: Provides a related service through the identification of students with speech and language disorders; the diagnosis and appraisal of specific speech and language disorders; the referral for medical or other professional attention necessary for the habilitation of speech or language disorders; the provisions of speech and language services for the habilitation or prevention of communicative disorders; and the counseling and guidance of parents, students, and teachers regarding speech and language disorders.

PERFORMANCE RESPONSIBILITIES:

- Provide speech/language intervention
- Complete speech, language, voice, and fluency screening and assessments and plan for services based on least restrictive environment
- Assist in screening, evaluating, recommending, and coordinating special services for students
- Communicate and work collaboratively with other staff and parents
- Work with other professionals to provide training, support, and supervision of paraprofessionals
- Professional writing and development of reports and IEPs, individually and collaboratively
- Schedule and coordinate S/L staffings and services
- Advanced team planning and preparation for services
- Demonstrate continued professional development aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including utilization of service delivery options, collaboration/teamwork, continuous progress monitoring, intervention, and utilization of assessment options
- Document services provided and progress of students
- Demonstrate knowledge of special education law, process, and procedures
- Assist students in self-help tasks, including toileting, diapering, eating, dressing, washing, lifting/mobility as needed during time with student
- Travel to/from schools, preschools, and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of professional personnel.

I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

SIGNATURE

DATE

JOB DESCRIPTION

TITLE: Assistive Technology Facilitator, Speech/Language Pathologist

QUALIFICATIONS:

- Certification in Speech Correction, EC-12, KSBE
- License from the KDHE
- Experience with assistive technology
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: HPEC Director and/or Assistant Directors and Principals

JOB GOAL: Provides a related service through the identification of students with assistive technology needs; the referral for medical or other professional attention necessary for students with assistive technology needs; consulting with other professionals for the provisions of services for students with assistive technology needs; and the counseling and guidance of parents, students, and teachers regarding assistive technology.

PERFORMANCE RESPONSIBILITIES:

- Complete assessments and follow-up of assistive technology needs of students
- Consult/collaborate to provide services utilizing assistive technology
- Collaborate in planning, intervention, and assessment
- Communicate and work collaboratively with other staff and parents
- Provide training and support for assistive technology with professionals and paraprofessionals providing direct services
- Review computer software
- Professional writing, including development of reports and requests for funding
- Attend staffings and team meetings as needed
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including assistive technology, collaboration, communication, consultation/training of other professionals, and assessments of assistive technology needs
- Document services provided
- Demonstrate knowledge of special education law, process, and procedures
- Provide training and support for assistive technology with professionals and paraprofessionals providing direct services
- Travel to/from schools, preschools, and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of professional personnel.

I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

SIGNATURE

DATE

JOB DESCRIPTION

TITLE: Early Childhood Special Education Teacher

QUALIFICATIONS:

- KSBE certificate with endorsement in Early Childhood Handicapped
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: HPEC Area Supervisor and Principal(s)

JOB GOAL: Provides a special education service through the identification of children with special needs at the early childhood level; the diagnosis and appraisal of special needs at the early childhood level; the referral for medical or other professional attention necessary for the habilitation of children’s special needs; the provision of early childhood special education services; and the counseling and guidance of parents, teachers, administrators, and other EC service providers regarding early childhood special education services.

PERFORMANCE RESPONSIBILITIES:

- Provide services in the least restrictive environment
- Assist in screening, evaluating, recommending, and coordinating special services for students
- Communicate and work collaboratively with other staff (related service, EC service providers, paraprofessionals) and parents
- Work with other professionals to provide training, support, and supervision of paraprofessionals
- Professional writing, including development of reports and IEPs, individually and collaboratively
- Advanced team planning and preparation for services
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including developmentally appropriate practices, family-focused services, collaboration, continuous progress monitoring, and utilization of community service delivery options
- Document services provided and progress of students
- Demonstrate knowledge of special education law, process, and procedures
- Coordinate public awareness and screening activities in identified districts
- Assist students in self-help tasks, including toileting, diapering, eating, dressing, washing, mobility
- Work to secure resources for children
- Travel to/from schools, preschools, and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of professional personnel.

I HAVE REVIEWED THIS JOB DESCRIPTION & BELIEVE I CAN FULFILL THE DUTIES DESCRIBED.

SIGNATURE

DATE

JOB DESCRIPTION

TITLE: Behavior Disorders Facilitator

QUALIFICATIONS: KSBE certificate with endorsement in Behavior Disorders

REPORTS TO: HPEC Director

JOB GOAL: To provide consultation and support for regular education and special education staff in effective practices for behavior management and changing unacceptable school behaviors. The facilitator will offer staff development for other educators and for parents in the areas of social skills instruction, problem-solving skills, behavior management, crisis intervention techniques, and other areas as required by HPEC director.

- PERFORMANCE RESPONSIBILITIES:**
- Collaborate and consult with student’s teachers and teams
 - Observe students/classrooms and provide feedback, written and oral
 - Formulate management plans for students with significant behavior concerns
 - Help determine most appropriate placements for students with behavior disorders, including facilitating inclusion of students with behavior disorders as individually appropriate
 - Model for direct service providers appropriate services, including in-the-classroom behavior management and restraint
 - Provide staff development for staff: conflict resolution, social skill training, Mandt training, behavior management, crisis intervention training
 - Communicate and work collaboratively with other staff
 - Work with teachers to provide training, support, and supervision of paraprofessionals
 - Professional writing of reports, individually and collaboratively
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including instruction, collaboration and consultation, intervention, best practices, and staff development
 - Document services provided and progress of students
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated in accordance with provisions of the Board’s policy on evaluation of professional personnel.

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DATE

JOB DESCRIPTION

TITLE: **Transition Specialist**

QUALIFICATIONS: Bachelor's Degree in Special Education and Vocational Special Needs Endorsement of Bachelors Degree and Vocational Special Needs Endorsement.

REPORTS TO: HPEC Director, Transition Coordinator

JOB GOAL: Prepare the student to adjust successfully to his future role in family, the peer group, social situations, the community and job setting. Provide opportunities and experiences to help the student acquire skills and necessary information to function adequately in all areas of living which are applicable for that student. Provide the student with experiences which will encourage the development of such skills as problem solving and decision making.

PERFORMANCE RESPONSIBILITIES:

- Make teachers and parents aware of the need to begin transition planning
- Educate teachers (TOR) in understanding the transition process so they can begin to facilitate the process
- Work with teachers to set transition planning meetings and notify appropriate people and agencies
- Document steps taken in the transition planning process for each student
- Coordinate designed programs with parents, students, teachers, and support staff
- Coordinate functional evaluation results with classroom activities that promote movement from school to post-school activities
- Coordinate community experiences for students which will develop skills in a variety of settings
- Coordinate integrated employment options appropriate for the student's preferences and activities
- Assist in the development of strategies for daily living skills instruction
- Assist in the development a functional vocational assessment based on each student's individual needs
- Professional writing of reports and IEPs, individually and collaboratively
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including communication, collaboration, transition planning, functional assessment, and interagency coordination
- Demonstrate knowledge of special education law, process, and procedures
- Travel to/from schools, districts, and communities.
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

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DATE

JOB DESCRIPTION

TITLE: Transition Coordinator

QUALIFICATIONS: Master’s Degree in Special Education and Vocational Special Needs. The coordinator shall hold valid state coordinator certification and be fully certified in a minimum of one categorical area of exceptionality.

REPORTS TO: HPEC Director

JOB GOAL: Prepare the student to adjust successfully to his future role in family, the peer group, social situations, the community and job setting. Provide opportunities and experiences to help the student acquire skills and necessary information to function adequately in all areas of living which are applicable for that student. Provide the student with experiences which will encourage the development of such skills as problem solving and decision making.

- PERFORMANCE RESPONSIBILITIES:**
- Assist with budget for transition and vocational funds
 - Coordinate with HPEC and Superintendents
 - Para training
 - Assure interagency coordination
 - Complete paperwork required
 - Coordinate services provided by Transition Specialists
 - Participate in state level meeting on Vocational Education and Transition
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including communication, collaboration, interagency coordination, transition planning, and coordination of transition services
 - Demonstrate knowledge of special education law, process, and procedures
 - Professional writing of reports, individually and collaboratively
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: Physical Therapist

QUALIFICATIONS: License, Kansas State Board of Healing Arts

REPORTS TO: HPEC Director

JOB GOAL: To provide a related service for the assessment of children and youth whose physical disability, motor deficit, and/or developmental delay interfere with the learning processes and physical management of the school environment; the consultation and treatment of identified children and youth which may include training of developmental motor skills, ambulation and gait training, postural awareness, use of wheelchair, orthoses (braces), and other assistive devices; the adaptation or modification of materials or equipment to give a student increased independence; and the prevention of initial or additional deformity or disability through early intervention and programming.

- PERFORMANCE RESPONSIBILITIES:**
- Provide services based on student need
 - Assist in evaluating and recommending special services for students
 - Communicate and work collaboratively with other staff
 - Collaborate with and refer to occupational therapist and motor specialists as needed for student benefit
 - Work with teachers to provide training, support, and supervision of paraprofessionals
 - Advanced planning and preparation to assist teachers and students
 - Attend staffings and team meetings as determined by needs of and concerns for students
 - Professional writing of reports, individually and collaboratively
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including transdisciplinary services, functional evaluation and intervention, collaboration, consultation, and communication
 - Document services provided and progress of students
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: Occupational Therapist

QUALIFICATIONS: License, Kansas State Board of Healing Arts

REPORTS TO: HPEC Director

JOB GOAL: Provide a related service for the remediation, restoration, or compensation for functions lost through illness or injury; the adaptation or modification of materials or equipment to give a student increased independence; the prevention of initial or additional deformity or disability through early intervention and programming; and the improvement of ability to perform tasks for independent functioning when functions are impaired or lost.

- PERFORMANCE RESPONSIBILITIES:**
- Provide services to teacher or student(s) based on student need
 - Assist in evaluating and recommending special services for students
 - Communicate and work collaboratively with other staff
 - Collaborate with motor specialists and physical therapists as needed for student benefit
 - Work with teachers to provide training, support, and supervision of paraprofessionals
 - Advanced planning and preparation to assist teachers and students
 - Attend staffings and team meetings as determined by needs of and concerns for students
 - Professional writing of reports, individually and collaboratively
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including functional evaluation and intervention, collaboration and consultation, and communication
 - Document services provided and progress of students
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: **Motor Specialist**

QUALIFICATIONS: Certification in the area of physical impairment, motor impairment, or adapted physical education

REPORTS TO: HPEC Area Supervisor, Principal(s)

JOB GOAL: Provide special education services to exceptional children. The major role of the specialist is to provide assessment; consultation for program planning and progress monitoring; and some direct service for instruction or case management purposes.

PERFORMANCE RESPONSIBILITIES:

- Provide motor services based on student need
- Assist in screening, evaluating, recommending, and coordinating special services for students
- Advanced planning and preparation to assist teachers and students with activities such as Community Based Instruction (CBI), transition needs and recreation / leisure activities
- Communicate and work collaboratively with other staff
- Collaborate with and refer to occupational therapist and physical therapists as needed for student benefit
- Work with teachers to provide training, support, and supervision of paraprofessionals
- Attend staffings and team meetings as determined by needs of and concerns for students
- Professional writing of reports, individually and collaboratively
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including collaborative consultation and teaming, transdisciplinary services, functional assessment and intervention, and adaptations and effective instructional strategies
- Document services provided and progress of students
- Demonstrate knowledge of special education law, process, and procedures
- Travel to/from schools and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

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DATE

JOB DESCRIPTION

TITLE: **Interrelated Teacher/Resource Teacher**

QUALIFICATIONS: Provisional or full certification in one special education categorical area

REPORTS TO: HPEC Area Supervisor, Principal(s)

JOB GOAL: Provide special education services to exceptional children. The major role of the teacher shall be to support the student in the least restrictive environment by collaborating in providing instruction and to provide consultation to the regular education teacher(s).

PERFORMANCE RESPONSIBILITIES:

- Provide services to students in the least restrictive environment
- Assist in screening, evaluating, recommending, and coordinating special services for students
- Communicate and work collaboratively with general education teachers, parents, administrators, and other special education service providers/consultants
- Work with other professionals to provide training, support, and supervision of paraprofessionals
- Provide vocational training and support for identified students and participate in transition planning and activities as identified
- Provide and model appropriate behavior management based on individual student need
- Provide social skills training based on student needs
- Assist students as needed, including academic and self-help (diapering, feeding, dressing, mobility); provide for adaptations
- Advanced planning and preparation of lessons and activities, individually and collaboratively
- Attend, and coordinate as needed, staffings and team meetings as determined by needs of and concerns for students
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including collaboration, communication, continuous progress monitoring, adaptations for students, and alignment of student goals with district goals/curriculum and individual student needs
- Professional writing of reports and IEPs, individually and collaboratively
- Document services provided and progress of students
- Demonstrate knowledge of special education law, process, and procedures
- Seek assistance from other professionals as needed to facilitate student progress
- Participate in building/district activities with regular education staff
- Travel to/from schools
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

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DATE

JOB DESCRIPTION

TITLE: Severely / Multiply Handicapped (SMH) Specialist

QUALIFICATIONS: KSBE certification in Special Education/Severe Multiple Disabilities

REPORTS TO: HPEC Area Supervisor

JOB GOAL: Serves as a consultant to special education providers who serve as teachers of record for students having severe multiple disabilities. Provides direct services in areas assigned for students with severe disabilities, including severe sensory, such as deaf/blind, and severe communication/motor, such as students with autism. The SMH specialist may serve as a facilitator for teams, supporting the inclusion of students with SMH into regular classrooms and programs.

- PERFORMANCE RESPONSIBILITIES:**
- Observation and evaluation of student performance progress
 - Student assessment, including assistive technology needs and COACH assessments
 - Consultation with special and general education teachers, other special education service providers, administrators and parents
 - Model for and train paraprofessionals/professionals in best practices for students with SMH
 - Supervise assigned paraprofessional, evaluate, document performance
 - Organize and/or attend team meetings and IEP staffings as needed
 - Document services provided
 - Manage the IEPs for students on direct service caseload
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including instruction and assessment, continuous progress monitoring, collaboration and consultation, and least restrictive environment
 - Work with other specialists in providing, maintaining and applying augmentative communication devices where needed
 - Provide written reports at staffings indicating student instructional and behavioral needs, specific progress on IEP, and assessment results
 - Locate resources and technical assistance
 - Demonstrate knowledge of special education law, process, and procedures
 - Assist students as needed, including self-help (diapering, feeding, dressing, mobility); provide for adaptations
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: **Inclusion Facilitator**

QUALIFICATIONS: Certification in one or more special education areas and educational experience

REPORTS TO: HPEC Area Supervisor

JOB GOAL: Promote K.A.R. 91-12-35, the Least Restrictive Environment regulation

PERFORMANCE

RESPONSIBILITIES:

- Share information about available support and resources
- Facilitate peer tutoring, friendship development strategies, and cooperative learning activities
- Model effective practices and strategies
- Support team assessments of assistive technology needs of students (functional assessments)
- Locate resources and technical assistance
- Organize professional peer collaboration activities and mainstream assistance teams
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including collaborative consultation and teaming, transdisciplinary services, functional assessment, communication, empowerment of direct service providers, and least restrictive environment
- Document services provided
- Demonstrate knowledge of special education law, process, and procedures
- Travel to/from schools and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: Gifted Facilitator

QUALIFICATIONS: Provisional or full certification, KSBE

REPORTS TO: HPEC Area Supervisor, Principal(s)

JOB GOAL: Provide special education services for students identified as gifted.

- PERFORMANCE RESPONSIBILITIES:**
- Provide services for students identified as gifted
 - Communicate with teachers, parents and staff
 - Conduct observations and assessments
 - Help students locate resources
 - Plan and prepare lessons and activities
 - Train and supervise assigned paraprofessional
 - Organize and attend staffings
 - Professional writing and development of reports and IEPs, individually and collaboratively
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including collaboration; utilization of compacting curriculum, test-out, and dual credit; continuous progress monitoring; alignment of assessment and services with districts' needs and goals; knowledge of general curriculum and collaborate with education staff to provide inclusive services
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: **Teacher of the Deaf / Hard of Hearing**

QUALIFICATIONS: Certification in Hearing Impaired

REPORTS TO: HPEC Director and/or Assistant Directors/Program Coordinator and Principals

JOB GOAL: Provides a related service through the identification of students with hearing impairments; the diagnosis and appraisal of hearing; the referral for medical or other professional attention necessary for the habilitation of hearing disabilities; and the counseling and guidance of parents, students, and teachers regarding hearing impairment.

- PERFORMANCE RESPONSIBILITIES:**
- Provide intervention and planning for auditory training, speech reading, and speech conservation
 - Assist in evaluating, recommending, and coordinating special services for students with hearing impairments and develop plans for students in inclusive environments
 - Work to secure resources for children
 - Communicate and work collaboratively with other staff and parents
 - Train team members/ direct service providers about the implications of hearing impairments, providing services, and monitoring equipment function
 - Work with other professionals to provide training, support, and supervision of paraprofessionals
 - Plan, prepare, and schedule services
 - Professional writing and development of reports and IEPs, individually and collaboratively
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including utilization of service delivery options, least restrictive environment, collaboration/teamwork, continuous progress monitoring, intervention, and utilization of assessment options
 - Document services provided and progress of students
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools, preschools, and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: School Psychologist

QUALIFICATIONS: Certification, KSBE

REPORTS TO: HPEC Area Supervisor, Principal(s)

JOB GOAL: Provides special services such as consultation with other school staff in planning individual programs to meet the special needs of children as indicated by interviews, behavioral evaluations, and other assessments, the administration and interpretation of psychological and educational tests; the consultation with teachers and other school staff concerning child behavior, modes of learning and the development of a positive learning climate; and psychological counseling for children and parents.

- PERFORMANCE RESPONSIBILITIES:**
- Case manage the comprehensive evaluation process
 - Administer psychological and educational assessments; conduct classroom observations; conduct teacher and parent conferences; and assist in gathering information needed to identify and plan for the education of exceptional children
 - Participate in staffing conferences held after completion of a comprehensive evaluation
 - Confer with teachers, parents, and students regarding behavioral or emotional problems. Provide individual and group therapeutic intervention
 - Assist teachers in the development and implementation of classroom strategies for increasing classroom efficiency. This includes behavior management techniques, curriculum based assessments, and positive self-concept activities.
 - Assist parents through group meetings or individual psychological counseling to develop a better understanding of normal and atypical child development and behavior, and more positive parent-child relationships
 - Maintain a close working relationship with all school staff and other agencies to assist in early recognition, prevention and intervention of educational problems
 - Assist in planning and conducting school staff inservice
 - Demonstrate continued professional development, aligned with HPEC goals
 - Demonstrate continuous improvement in current best practices, including intervention, functional assessment, collaboration, counseling, consultation and authentic assessment
 - Demonstrate knowledge of special education law, process, and procedures
 - Travel to/from schools and districts
 - Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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DATE

JOB DESCRIPTION

TITLE: Assessment Specialist

QUALIFICATIONS:

- KSBE certification in at least one special education area
- Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: HPEC Area Supervisor, Principal(s)

JOB GOAL: Provides special services, in collaboration with other professionals, to determine and plan for the individual needs of students based on interviews, observations, ecological inventories, error analysis, checklists, student records, curriculum based assessment, work samples and other relevant data collection; interviews/consultation with teachers and other school staff concerning child behavior, modes of learning and the development of a positive learning environment.

PERFORMANCE RESPONSIBILITIES:

- May coordinate the comprehensive evaluation process
- Meet with parents to review due process rights, to complete procedural paperwork, and to explain the process
- Case manage and assist in the comprehensive evaluation process, including reevaluations
- Coordinate and participate in staffing conferences held after a comprehensive evaluation
- Assist in recommending, planning, and coordinating special services for students based on least restrictive environment
- Request technical assistance as needed to meet individual student needs
- Maintain a close working relationship with all school staff and other agencies to assist in early recognition, prevention, and intervention of educational problems
- Assist in planning and conducting school staff inservice
- Professional writing and development of reports, individually and collaboratively
- Communicate and work collaboratively with other staff and parents
- Demonstrate continued professional development, aligned with HPEC goals
- Demonstrate continuous improvement in current best practices, including intervention/preassessment process, family friendly process, collaborative consultation and teaming, and assessment aligned with district goals and curriculum
- Document services provided, including follow-up
- Demonstrate knowledge of special education law, process, and procedures
- Work to secure resources for children
- Travel to/from schools, preschools, and districts
- Lift person or equipment of 50 pounds (two or more people needed for weights above 50 pounds or for identified students with lifting concerns)

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