

**STOCKTON UNIFIED SCHOOL DISTRICT
EVALUATION FORM
AUTISM SPECIALIST I**

Name: Site:

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

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

Rating Criteria:

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

	4	3	2	1
I. KNOWLEDGE				
1. Provides training and consultation in the implementation of behavioral and instructional interventions for students with disabilities.				
2. Provides case management for students whose only Individualized Educational Plan services is inclusion services.				
3. Laws relating to minors specific to confidentiality, records keeping, discipline and developmental disability services.				
4. Provides direction in the collection and interpretation of data so modifications can me made to the instructional program.				
5. Attends student's Individualized Education Plan (IEP) meeting and collaborate with team in the development of student goals.				
6. Assists in the development and implementation of behavioral plans.				
7. A good working knowledge of computer systems such as Student Information Systems, Excel, Word, Outlook and Power Point.				
8. Applicable laws, codes, regulations, policies, and procedures.				
II. SUPPORT/CONSULTATION				
1. Assist the IEP team in determining student needs and formulating recommendations				
2. Consults with teachers regarding the development and implementations of classroom methods and procedures as well as behavioral strategies designed to facilitate pupil learning.				
3. Assists teachers in the development of behavioral plans to address students learning , communication and behavior problems.				
4. Designs and monitors early intervention programs for students with autism.				
5. Consults with school administrators regarding appropriate learning objectives for children, and the planning of behavioral/social emotional programs as requested.				
6. Consults with administrators in cases where the difficulty or sensitivity of the situation warrants it.				
7. Provides consultation and education as needed to parents to understand child development, learning and adjustment processes for children.				
8. Provides for consultation with teachers, administration, school psychologists and counselors, as requested.				
9. Enhances the professional growth of teachers and staff through in-service sessions, consultation, and sharing of materials to promote greater understanding of special education as well as behavioral analysis, positive discipline techniques and effective practices.				

	4	3	2	1
III. ASSESSMENT				
1. Provides for functional behavioral assessment, as needed.				
2. Prepares written reports as appropriate that accurately and completely reflect the results of each assessment in conformance with federal, state, and district policies and regulations.				
3. Effectively communicates the results of assessments to parents, students, and staff in ways that promote understanding of the student's behavioral functioning and makes appropriate recommendations. Uses a <i>multimodal</i> approach to present summary data when appropriate.				
4. Monitors student program progression and evaluates program effectiveness, provides recommendation for appropriate programming.				
5. Recognizes cultural and language variations in the appropriate selection and use of diagnostic tools.				
IV. DIRECT INTERVENTION				
1. Works directly with students or families to help provide short-term interventions to deal with difficult behaviors in school upon mutual agreement of the principal, school psychologist, and classroom teacher or when assigned crisis team duties by supervisor.				
2. Seeks consultation with other professional staff as needed.				
V. RESEARCH EVALUATION/ADMINISTRATION				
1. Participates in professional growth activities throughout the year.				
2. Provides appropriate supervision and directions to interns/fieldwork students per mutual agreement.				
3. Maintains confidentiality of student information and guides others in compliance with the law.				
4. Demonstrates and maintains an appropriate level of professional ethics and competence in the field of ABA.				
5. Assists in the development of district policies related to behavior intervention per mutual agreement.				
6. Serves on committees responsible for developing and planning behavioral intervention methodology, per mutual agreement.				
7. Conducts research or evaluation of an educational nature, per mutual agreement.				
8. Contributes to the attainment of District goals as established by the Board of Education.				
VI. WORK HABITS/RELATIONSHIPS				
1. Flexibility.				
2. Dependability.				
3. Ability to work without supervision.				
4. Works well with others.				
5. Provides mediation between autism program staff and other professionals as needed.				
6. Ability to work with challenging students and parents.				
VII. OTHER				
1. Performs adjunct duties by mutual agreement as prescribed in Article 6.1.1 (c) of the collective bargaining agreement.				

EVALUATOR'S
COMMENTS:

FINAL EVALUATION RATING

Commendable

Satisfactory

Needs Improvement

Unsatisfactory

EVALUATOR'S RECOMMENDATION

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

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

SELF
IMPROVEMENT
GOALS:

Evaluator's Signature

Date

Autism Specialist I Signature

Date