PUEBLO CITY SCHOOLS

INSTRUCTIONAL SUPPORT AND EDUCATIONAL ACCOUNTABILITY

Early Childhood Department - Performance Review for Preschool Autism Coach

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| Name/Signatures | Performance Rating | Cycle of Evaluation |
| Employee’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Building administrator’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Building administrator’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Early Childhood Department Contact Person:  Darlene Bermudez, Early Childhood Department Specialist  Department Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Position: Preschool Autism Coach\_\_  School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Probationary? □ Yes □ No  Overall Performance Rating:  □ Above Expectations  □ Satisfactory Performance Plus  □ Satisfactory Performance  □ Needs Improvement  □ Unsatisfactory | Traditional Calendar **□** From: August 10, 2020  To: June 4, 2021 |
| Please complete this form typewritten or printed in ink. After the performance review has been prepared by the building administrator, the results must be discussed with the Preschool Autism Coach (PAC). Forms must be signed by the building administrator or designee.  The PAC’s signature indicates the performance review has been discussed with the supervisor (building administrator or designee.) A PAC who does not concur with the evaluation may indicate his/her disagreement next to his/her signature.  Please contact the Early Childhood Department to secure department signature prior to sending the original signed copy to Human Resources for filing in the PAC’s personnel file. A duplicate copy is to be given to the PAC and to the supervisor at the time of the evaluation. | | |
| It is understood that completed evaluations be made available to review by top division administrators.  This Performance Review has been discussed with my supervisor.  Preschool Autism Coach’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

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**Preschool Autism Coach’s Practices / Quality of Work:** The Preschool Autism Coach provides developmentally appropriate practices through “active learning experiences” in compliance with the Colorado Quality Standards for Early Childhood programs.

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|  | EVALUATION | | | | | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory  (1.5 – 2.0) |  | Strength  (2.1 -3.0) |  |
| 1. The Preschool Autism Coach implements professional development (PD) by contributing to the development of daily activities aligned to the Colorado Academic Standards utilizing the adopted preschool curriculum. The Preschool Autism Coach works with Preschool Coaching staff to implement PD learning, i.e., use of journals, surveys, checklists and walkthrough logs. |  |  |  |  |  |  |
| 2. The Preschool Autism Coach demonstrates skills such as speaking with individual children at eye level, actively engaging with children during "work time" and facilitating problem solving. |  |  |  |  |  |  |
| 3. The Preschool Autism Coach engages children in multiple conversations throughout the day, asking open-ended questions, listening to children's expressions, and using unfamiliar vocabulary while fast mapping words for understanding. |  |  |  |  |  |  |
| 4. The Preschool Autism Coach engages children in numerous opportunities to develop number sense, geometry and measurement throughout the preschool day. |  |  |  |  |  |  |
| 5. The Preschool Autism Coach observes and documents student growth and progress using a variety of assessment data (TS Gold, Dial Screener, & the CO Academic Standards Scope and Sequence) including parent input. Current and ongoing data is entered into TS Gold and checkpoints are completed on time. |  |  |  |  |  |  |
| 6. The Preschool Autism Coach helps to set and monitor appropriate goals of student growth in the areas of literacy and mathematics. These goals and current assessment data are reviewed regularly during PLC's and are reported three times a year (TS Gold checkpoints). Parents receive individual student data at parent/teacher conferences. |  |  |  |  |  |  |
| 7. The Preschool Autism Coach provides developmentally appropriate practices throughout the daily schedule utilizing an active learning approach during small and large group instruction. A scheduled block of I hour child choice time/ "work time" and a minimum of 20-30 minutes outdoor time is required daily. (Full day programs require TWO I hour blocks of "work time" and 40-60 minutes of outdoor time). |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) | | | | | | |

**Total Points for Preschool Autism Coach Practices/Quality of Work………………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Initiative:** The Preschool Autism Coach supports the overall classroom management and student learning opportunities. The Preschool Autism Coach supports others so concepts being taught are embedded with the learning environment. The Preschool Autism Coach functions as a team member, communicates expectations effectively, offers solutions for work problems, takes action for self-improvement, and completes job related tasks.

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|  | EVALUATION | | | | | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory  (1.5 – 2.0) |  | Strength  (2.1 -3.0) |  |
| 1. The Preschool Autism Coach supports all aspects of classroom management including but not limited to: preparing room for daily activity, planning transitions between activities, sanitizing materials, "staging" learning areas, and closing down the classroom. |  |  |  |  |  |  |
| 2. The Preschool Autism Coach is an active, collaborative partner in all aspects of the day-to-day classroom functions including but not limited to: timely and open communication, sharing of work load and responsibilities, anticipating program needs, etc. |  |  |  |  |  |  |
| 3. The Preschool Autism Coach functions as a team member and facilitates and participates in the design of in-depth lesson planning. Preschool Autism Coach is able to structure activities with student strengths, interests, and needs in mind. |  |  |  |  |  |  |
| 4. The Preschool Autism Coach uses PLC's and planning time to discuss and evaluate individual student and group learning opportunities which have occurred within the classroom and during outdoor time. |  |  |  |  |  |  |
| 5. The Preschool Autism Coach emphasizes conceptual rather than rote learning. "Does it promote or is it rote?" |  |  |  |  |  |  |
| 6. The Preschool Autism Coach collaborates with Exceptional Student Services staff to meet the goals and objectives of children on Individual Education Plans (IEP's). |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) | | | | | | |

**Total Points for Preschool Autism Coach Initiative ………………………..………………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Professional Responsibility:** The Preschool Autism Coach demonstrates understanding of job responsibilities and models appropriate team leadership skills, is dependable and punctual, is appropriate in appearance and observes established safety and health standards.

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|  | EVALUATION | | | | | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory  (1.5 – 2.0) |  | Strength  (2.1 -3.0) |  |
| 1. The Preschool Autism Coach has a working knowledge of the Colorado Early Childhood Standards, and incorporates these standards into written weekly lesson plans. |  |  |  |  |  |  |
| 2. The Preschool Autism Coach demonstrates punctuality and fulfills a 7-hour workday. (Completes a 4-day work week also works 1 Friday per month) |  |  |  |  |  |  |
| 3. The Preschool Autism Coach demonstrates professional courtesy and responsibility by contacting team members in a timely manner in the event of an absence. Preschool Autism Coach additionally takes appropriate measures to ensure her position is covered, and follows building procedures as indicated by the school principal. |  |  |  |  |  |  |
| 4. The Preschool Autism Coach submits requests for time off and/or schedule modifications to principal in a timely manner. |  |  |  |  |  |  |
| 5. The Preschool Autism Coach follows procedures to ensure the health and safety of all children by taking personal responsibility to maintain and renew all required certificates to include, but not limited to Standard precautions, CPR and first aid, and annual 15 hours of continuing education. The Preschool Autism Coach is proactive in her responsibility to maintain site-licensing requirements of the classroom. |  |  |  |  |  |  |
| 6. The Preschool Autism Coach follows District No. 60 policy, and state and federal regulations in regard to race, ethnicity, special needs, and confidentiality of all students and families. |  |  |  |  |  |  |
| 7. The Preschool Autism Coach acknowledges the importance of language development by modeling the appropriate use of grammar with children, parents, colleagues and administrators. |  |  |  |  |  |  |
| 8. The Preschool Autism Coach demonstrates professionalism by communicating effectively with colleagues, parents and administrators, and by conforming to district standards for professional attire. |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) | | | | | | |

**Total Points for Preschool Autism Coach Professional Responsibility ……………………………………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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**Professional Relationships:** The Preschool Autism Coach works cooperatively with parents, colleagues, and administrators. The Preschool Autism Coach recognizes the needs of young children and interacts with all stakeholders in a spirit of respect, courtesy, and confidence.

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|  | EVALUATION | | | | | POINTS |
|  | Needs Improvement (1.0 – 1.4) |  | Satisfactory  (1.5 – 2.0) |  | Strength  (2.1 -3.0) |  |
| **A. Children:** |  |  |  |  |  |  |
| 1. The Preschool Autism Coach demonstrates a genuine concern for the well-being of children. She is responsive, friendly, and positive when addressing children in a preschool setting. The Preschool Autism Coach calls children by name and often is positioned at eye level when speaking with children. |  |  |  |  |  |  |
| 2. When necessary, the Preschool Autism Coach ensures that adaptations in the environment are made in order to meet children's individual needs. The daily schedule and classroom activities are modified accordingly. |  |  |  |  |  |  |
| 3. The Preschool Autism Coach actively engages in student learning opportunities, and models appropriate developmental skills such as cooperative play involving role assignments, expanded use of materials, etc. |  |  |  |  |  |  |
| 4. The Preschool Autism Coach responds to children's needs and models appropriate problem solving strategies such as taking turns, talking to solve problems, breathing techniques, cooperating, and brainstorming solutions. |  |  |  |  |  |  |
| **B. Parents/Colleagues/ Administrators:** |  |  |  |  |  |  |
| 5. The Preschool Autism Coach works to establish positive relationships with parents, colleagues, and administrators. The Preschool Autism Coach supports this goal by contributing to well-planned parent participation activities. The Preschool Autism Coach must participate in conducting one initial (yearly) home visit or parent orientation, 3 Family Partnerships Events (FPE's), 2 parent/teacher conferences annually AND transition activities for students moving on to kindergarten. This work is developed in collaboration with colleagues and communicated to administrators in a timely manner |  |  |  |  |  |  |
| 6. The Preschool Autism Coach communicates effectively with parents and colleagues. The Preschool Autism Coach informally shares relevant information regarding children's progress in daily interactions. |  |  |  |  |  |  |
| 7. The Preschool Autism Coach demonstrates accountability in maintaining professional relationships by treating others with respect, and resolving conflicts with tolerance and compromise. |  |  |  |  |  |  |
| COMMENTS (must be included for items scored as *Needs Improvement*) | | | | | | |

**Total Points for Preschool Autism Coach Professional Relationships ……………………..……………………………………………Total Points\_\_\_\_\_\_\_\_\_**

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| --- | --- |
| **CATEGORY** | **POINTS** |
| **Preschool Autism Coach Practices / Quality of Work** |  |
| **Initiative** |  |
| **Professional Responsibility** |  |
| **Professional Relationships** |  |
| **TOTAL EVALUATION POINTS** |  |
| **OVERALL EVALUATION RATING** (TOTAL POINTS DIVIDED BY 28) |  |

**Overall Evaluation Rating Score Criteria: Total Scores Are Not “Rounded Up”**

An Overall Evaluation Rating of 3 indicates the individual is performing *Above Expectations* in all areas. The individual will identify a focus for professional development for the following year, based on areas of interest and/or developing expertise.

An Overall Evaluation Rating of 2.51-2.99 indicates *Satisfactory Plus* performance where the individual demonstrates above expectations in a few areas. The individual will set professional development goals based on identified areas within the evaluation to focus on for the following year.

An Overall Evaluation Rating of 2.0 – 2.5 indicates *Satisfactory* performance, overall. The individual will set professional development goals based on identified areas within the evaluation to focus on for the following year.

An Overall Evaluation Rating of 1.5-1.99 indicates an overall rating of *Performance Needs Improvement*. The evaluator(s) and the individual will jointly develop a plan to address no more than three (3) items to improve in order for the individual to move toward a *Satisfactory* performance rating.

An Overall Evaluation Rating of <1.5 indicates overall *Unsatisfactory* performance. The individual may be placed on an improvement / remediation plan or may face other action (s) as deemed appropriate by the evaluator (s).

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**Memorandum of Understanding**

**Regarding the Appraisal Process**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have reviewed the Performance Appraisal document for

*(name)*

a Preschool Autism Coach on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I understand that the appraisal process is ongoing and commences from the first day

*(date)*

indicated on my work schedule/calendar year. I understand that the final Performance Review evaluation is based on formal and informal measures and that my final Performance Review will be based on input from both the Building Administrator and the Early Childhood Program Administrator/Designee.

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