

Park County School District No. 6



Compliance Facilitator Evaluation

Description of the Performance Evaluation Cycle

This is a non-continuing contract position.

Date	Years 1 - 3	Years 4+
November 1		Initial Observations
December 15	First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
February 15		Second Round Observations
April 5	Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 observations)	
April 15	Notification of employment recommendation	Notification of employment recommendation
May 1		Third Round Observations
June 1	Submit Completed Summative Evaluation	Submit Completed Summative Evaluation (including self-assessment/ reflection conference + a minimum of 3 observations)

Years 1 - 3 Compliance Facilitators

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

Years 4+ Compliance Facilitators

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
 - A minimum of 3 observations per Summative Evaluation Report.
 - A Summative Evaluation Report (including self-assessment/reflection conference) by June 1 annually.
- The deadline for notification of employment recommendation is April 15.

Description of Performance Evaluation Procedures

Evaluation Type	Procedures
Years 1-3	Compliance Facilitators new to the district are evaluated using these procedures for three years: <ul style="list-style-type: none"> • A minimum of three (3) observations per Summative Evaluation Report. • A minimum of one (1) Self-Assessment/Reflection Conference. • A minimum of one (1) Summative Evaluation Report to include Post Conference.
Years 4+	Compliance Facilitators with four (4) plus years in the district are evaluated using these procedures: <ul style="list-style-type: none"> • A minimum of three (3) observations per Summative Evaluation Report. • One Self-Assessment/Reflection Conference • A minimum of one (1) Summative Evaluation Report to include Post Conference.

Evaluator Checklist

	Years 1-3		Years 4+	
Observation dates				
Self-Assessment/Reflection Conference(s)				
Summative Evaluation Report date(s)				
Notification of employment recommendation				
Summative Report submitted				

SELF-ASSESSMENT RUBRIC

Compliance Facilitator:	Date:	Evaluator:	Date:
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Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: Demonstrating knowledge of current trends in specialty area and professional development	Compliance Facilitator demonstrates little or no familiarity with specialty area or trends in professional development.	Compliance Facilitator demonstrates basic familiarity with specialty area and trends in professional development.	Compliance Facilitator demonstrates thorough knowledge of specialty area and trends in professional development.	Compliance Facilitator’s knowledge of specialty area and trends in professional development is wide and deep; facilitator is regarded as an expert by colleagues.
1b: Demonstrating knowledge of the IEP process and levels of teacher skill in developing and implementing the IEP	Compliance Facilitator demonstrates little or no knowledge of the IEP process and levels of teacher skill in developing and implementing the IEP.	Compliance Facilitator demonstrates basic knowledge of the IEP process and levels of teacher skill in developing and implementing the IEP.	Compliance Facilitator demonstrates thorough knowledge of the IEP process and levels of teacher skill in developing and implementing the IEP.	Compliance Facilitator is deeply familiar with the IEP process and levels of teacher skill in developing and implementing the IEP and seeks information as to teacher skill in that program.
1c: Establishing criteria for the IEP Process compliance requirements in accordance with federal and state statute, rules and regulations.	Compliance Facilitator has no clear knowledge of the IEP Process compliance requirements with federal and state statute, rules and regulations.	Compliance Facilitator has rudimentary knowledge of the IEP Process compliance requirements with federal and state statute, rules and regulations.	Compliance Facilitator demonstrates a thorough knowledge of the IEP Process compliance requirements with federal and state statute, rules and regulations.	Compliance Facilitator demonstrates expertise in the IEP Process compliance requirements with federal and state statute, rules and regulations.
1d: Demonstrating knowledge of resources, both within and beyond the school district	Compliance Facilitator demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Compliance Facilitator demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Compliance Facilitator is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Compliance Facilitator actively seeks out new resources from a wide range of sources to enrich teachers’ skills in implementing the school’s program.
1e: Provide technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system.	Compliance Facilitator provides no technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system.	Compliance Facilitator provides basic technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system.	Compliance Facilitator provides in depth technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system as evidenced by IEPs and implementation; provides support to building principals.	Compliance Facilitator provides highly effective and in depth technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system as evidenced by IEPs and implementation; provides support to building principals.
1f: Monitor and develop plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data. (e.g., APR Indicators)	Compliance Facilitator is unable to monitor and develop plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data.	Compliance Facilitator monitors and develops rudimentary plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data.	Compliance Facilitator monitors and develops detailed plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data.	Compliance Facilitator monitors and develops detailed and highly effective plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data.

Evidence:

SELF-ASSESSMENT RUBRIC

Compliance Facilitator:

Date:

Evaluator:

Date:

Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: Creating an environment of trust and respect	Teachers are reluctant to request assistance from the Compliance Facilitator, fearing that such a request will be treated as a sign of deficiency.	Relationships with the Compliance Facilitator are cordial; teachers don't resist initiatives established by the Compliance Facilitator.	Relationships with the Compliance Facilitator are respectful, with some contacts initiated by teachers.	Relationships with the Compliance Facilitator are highly respectful and trusting, with many contacts initiated by teachers.
2b: Establishing a culture for ongoing compliance and instructional improvement	Compliance Facilitator conveys the sense that the work of improving instruction and compliancy is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support in improving their instruction and compliancy from the Compliance Facilitator.	Compliance Facilitator promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional and compliancy skills.	Compliance Facilitator has established a culture of professional inquiry in which teachers initiate projects related to improving instruction and compliancy to be undertaken with the support of the facilitator.
2c: Establishing clear procedures for special education teachers to gain access to compliance requirements and instructional support	When teachers want to access assistance from the Compliance Facilitator, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to special education teachers, whereas others (for example, receiving informal support) are not.	Compliance Facilitator has established clear procedures for special education teachers to use in gaining access to support.	Procedures for access to Compliance Facilitator are clear to all special education staff members and have been developed following consultation with administrators and teachers.
2d: Establishing and maintaining norms of behavior for professional interactions with staff and parents.	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Compliance Facilitator's efforts to establish norms of professional conduct are partially successful.	Compliance Facilitator has established clear norms of mutual respect for professional interaction with all staff and parents.	Compliance Facilitator has established clear norms of mutual respect for professional interaction with staff and parents. Teachers ensure that their colleagues adhere to these standards of conduct.

Evidence:

SELF-ASSESSMENT RUBRIC

Compliance Facilitator:

Date:

Evaluator:

Date:

Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Collaborating with teachers in the development and implementation of IEPs, evaluation timelines, etc.	Compliance Facilitator declines to collaborate with special education teachers in the development and implementation of IEPs, evaluation timelines, progress monitoring, etc.	Compliance Facilitator collaborates with special education teachers in the development and implementation of IEPs, evaluation timelines, progress monitoring, etc. when specifically asked to do so.	Compliance Facilitator initiates collaboration with special education teachers in the development and implementation of IEPs, evaluation timelines, progress monitoring, etc.	Compliance Facilitator initiates collaboration with special education teachers in the development and implementation of IEPs, evaluation timelines, progress monitoring, etc. locating additional resources from sources outside the school as appropriate.
3b: Engaging teachers in learning compliance requirements and implementation of IEP; progress monitoring and evidence-based practices for students with disabilities.	Teachers decline opportunities to engage in professional learning.	Compliance Facilitator's efforts to engage teachers in professional learning are partially successful, with some participating.	All special education teachers are engaged in learning compliance requirements and implementation of IEP; progress monitoring and evidence-based practices for students with disabilities.	Special education teachers are highly engaged in learning compliance requirements and implementation of IEP; progress monitoring and evidence-based practices for students with disabilities and take initiative in suggesting new areas for growth.
3c: Sharing expertise with staff (typically through Professional Learning Communities or one/one instruction)	Compliance Facilitator's model IEPs and other forms are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of Compliance Facilitator's model IEPs, etc. is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of Compliance Facilitator's model IEPs, etc. is uniformly high and appropriate to the needs of the teachers being served.	The quality of Compliance Facilitator's model IEPs, etc. is uniformly high and appropriate to the needs of the teachers being served. The Compliance Facilitator conducts extensive follow-up work with staff.
3d: Sharing resources for teachers to support the improvement of student outcomes	Compliance Facilitator fails to locate resources aimed at improving student outcomes for teachers, even when specifically requested to do so.	Compliance Facilitator's efforts to locate resources aimed at improving student outcomes for teachers are partially successful, reflecting incomplete knowledge of what is available.	Compliance Facilitator locates resources for improved student outcomes for teachers when asked to do so.	Compliance Facilitator is highly proactive in locating resources for improving student outcomes for teachers, anticipating their needs.
3e: Demonstrating flexibility and responsiveness	Compliance Facilitator adheres to plan, in spite of evidence of its inadequacy.	Compliance Facilitator makes modest changes in the support program when confronted with evidence of the need for change.	Compliance Facilitator makes revisions to the support program when it is needed.	Compliance Facilitator is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Evidence:

SELF-ASSESSMENT RUBRIC

Compliance Facilitator:

Date:

Evaluator:

Date:

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: Reflecting on practice	Compliance Facilitator does not reflect on practice, or the reflections are inaccurate or self-serving.	Compliance Facilitator's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Compliance Facilitator's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional Facilitator makes some specific suggestions as to how the support program might be improved.	Compliance Facilitator's reflection is highly accurate and perceptive, citing specific examples. Instructional Facilitator draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.
4b: Preparing and submitting reports, paperwork related to IEPs.	Compliance Facilitator does not follow established procedures for preparing and submitting reports. Reports are routinely late.	Compliance Facilitator's efforts to prepare reports are partially successful and follow established procedures. Reports are sometimes submitted on time.	Compliance Facilitator's reports and paperwork are complete, accurate and follow established procedures. Reports are always submitted on time.	Compliance Facilitator anticipates and responds to deadlines when preparing reports, completing paperwork and follows established procedures for reporting. Reports are always accurate and submitted on time.
4c: Coordinating work with other compliance facilitators	Compliance Facilitator makes no effort to collaborate with other Compliance Facilitators within the district.	Compliance Facilitator responds positively to the efforts of other Compliance Facilitators within the district.	Compliance Facilitator initiates efforts to collaborate with other Compliance Facilitators within the district.	Compliance Facilitator takes a leadership role in coordinating projects with other Compliance Facilitators within and beyond the district.
4d: Participating in a professional community in schools and work with outside agencies	Compliance Facilitator's relationships with colleagues are negative or self-serving, and the Facilitator avoids being involved in school and district events and projects.	Compliance Facilitator's relationships with colleagues are cordial, and the Facilitator participates in school and district events and projects when specifically requested.	Compliance Facilitator participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. Collaborates effectively and positively with outside agencies.	Compliance Facilitator makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues and outside agencies.
4e: Engaging in professional development	Compliance Facilitator does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Compliance Facilitator's participation in professional development activities is limited to those that are convenient or are required.	Compliance Facilitator seeks out opportunities for professional development based on an individual assessment of need.	Compliance Facilitator actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences.
4f: Showing professionalism, including integrity and confidentiality	Compliance Facilitator displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Compliance Facilitator is honest in interactions with colleagues and respects norms of confidentiality.	Compliance Facilitator displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Compliance Facilitator can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Evidence:

Summative Evaluation Report

School Year	
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<i>Compliance Facilitator Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation type this year</i>	Years 1-3	<input type="checkbox"/>	Years 4+	<input type="checkbox"/>			

This Summary Evaluation Report is based on the following evidence:

<i>Types of Evidence</i>			
<input type="checkbox"/>	Formal Compliance Facilitator Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
<input type="checkbox"/>	Professional Growth Plan	<input type="checkbox"/>	Compliance Facilitator Leadership Opportunities
<input type="checkbox"/>	Collaboration with Outside Agencies	<input type="checkbox"/>	Compliance Facilitator Self Assessment/Reflective Conference
<input type="checkbox"/>	Compliance Facilitator Artifacts	<input type="checkbox"/>	Compliance and Performance Data (APR Indicators)

Rating of Compliance Facilitator on the Components of Professional Practice

Components of Professional Practice	<i>Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.</i>			
Domain 1: Planning and Preparation	U	D	P	Comments
1a: Demonstrating knowledge of current trends in specialty area and professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Demonstrating knowledge of the IEP process and levels of teacher skill in developing and implementing the IEP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Establishing criteria for the IEP Process, compliance requirements in accordance with federal and state statute, rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating knowledge of resources, both within and beyond the school district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Provide technical assistance to teachers and related service providers in the compliant provision of special education services integrated into the school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Monitor and develop plans to provide training and feedback to special education teachers and related service providers based upon annual compliance and performance data (e.g., APR Indicators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 2: The Environment	U	D	P	Comments
2a: Creating an environment of trust and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Establishing a culture for ongoing compliance requirements and instructional improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Establishing clear procedures for special education teachers to gain access to compliance requirements and instructional support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d: Establishing and maintaining norms of behavior for professional interactions with staff and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 3: Delivery of Service	U	D	P	Comments
3a: Collaborating with teachers in the development and implementation of IEPs, evaluation timelines, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Engaging teachers in learning compliance requirements and implementation of IEP; progress monitoring and evidence-based practices for students with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Sharing expertise with staff (typically through PLCs or one/one instruction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Sharing resources for teachers to support the improvement of student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4: Professional Responsibilities	U	D	P	Comments
4a: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Preparing and submitting reports, paperwork related to IEPs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Coordinating work with other Compliance Facilitators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a professional community in schools and work with outside agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing professionalism, including integrity and confidentiality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

Notable areas of performance:

Goals for the upcoming year:

Student Performance Data: APR Indicators

1. *Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

<i>Employment Recommendation</i>	<i>Retain in Employment</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
<i>Evaluation type next year</i>	<i>Years 2-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>

Facilitator Signature	Date	Evaluator Signature	Date
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Compliance Facilitator's Signature denotes receipt of the evaluation and participation in the evaluation conference.

Due Dates:

- ***Years 1-3:*** *The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.*
- ***Years 4+:*** *One Post-Observation and Summative Evaluation Report for year 4+ Compliance Facilitators must be completed and on file in the Personnel Office by June 1 of each year.*
- ***Compliance Facilitator Comments:*** *Compliance Facilitator's comments, which are optional, are due no later than June 5.*

Attach the following Documents:

- *Compliance Facilitator Comments, if applicable*
- *Compliance Facilitator comments (optional)*