

**HIGHLINE SCHOOL DISTRICT**

**EVALUATIVE CRITERIA  
AUDIOLOGIST**

The following criteria will be used in the evaluation of Audiologist:

<b>CRITERIA</b>	<b>INDICATORS for Audiologist</b>
<b>1. PREPARATION IN SPECIALTY:</b>	1.1 possesses and maintains competence in field of specialty; 1.2 understands current developments in the field of specialty, evaluates and applies these when appropriate;
<b>2. PROGRAM PLANNING:</b>	2.1 establishes immediate and long range objectives consistent with those determined by immediate supervisor; 2.2 prepares effective plans to meet objectives; 2.3 evaluates plans on a continuing basis and utilizes results in adjusting procedures to meet objectives.
<b>3. CONSULTING TECHNIQUES:</b>	3.1 utilizes consulting techniques which are consistent with selected objectives. Such techniques will: 3.1.1 make provisions for differences in teachers' background and experiences in the field of specialty; 3.1.2 provide teachers with knowledge of current materials and techniques in the field; 3.1.3 assist teachers in improving teaching techniques in the classroom; 3.1.4 assist teachers in planning, implementing, and evaluating new programs in the field; 3.1.5 consult with other staff, school personnel, and parents, concerning the development, coordination, and/or extension of services to those needing specialized programs.
<b>4. MANAGEMENT ABILITIES:</b>	4.1 arranges for the involvement of people in the program and guides this involvement to meet program needs; 4.2 organizes materials to meet program needs; 4.3 follows a reasonable timeline for achieving objectives and meets deadlines; 4.4 understands all aspects of the program and can articulate this understanding; 4.5 enlists assistance of other supportive personnel (principals, coordinators, consultants, outside experts) when appropriate.

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
CONSULTANT**

**APPENDIX A  
CONSULTANT**

The following criteria will be used in the evaluation of Consultant staff:

<b>CRITERIA</b>	<b>INDICATORS for Consultant</b>
<b>1. PREPARATION IN SPECIALTY:</b>	<p>1.1 seeks, acquires and studies new research in field of specialty; 1.2 understands current developments in the field of specialty, evaluates and applies these when appropriate; 1.3 advises others on the application of current developments in field of specialty to educational programs currently operating in the district.</p>
<b>2. PROGRAM PLANNING:</b>	<p>2.1 establishes immediate and long range objectives consistent with those determined by immediate supervisor; 2.2 prepares effective plans to meet objectives; 2.3 structures and conducts needs assessments to provide a variety of objective information for program planning purposes; 2.4 analyzes resultant needs assessment data to determine what types of programs may be needed and what procedures would be most appropriate for implementing these programs; 2.5 evaluates plans on a continuing basis and utilizes results in adjusting procedures to meet objectives.</p>
<b>3. CONSULTING TECHNIQUES:</b>	<p>3.1 utilizes consulting techniques which are consistent with selected objectives. Such techniques will: 3.1.1 make provisions for differences in staff members' backgrounds and experience in the field of specialty; 3.1.2 provide staff members with knowledge of current materials techniques in the field; 3.1.3 assist staff members in improving teaching techniques in the classroom; 3.1.4 assist staff members in planning, implementing, and evaluating new programs in the field.</p>
<b>4. MANAGEMENT ABILITIES:</b>	<p>4.1 arranges for the involvement of people in the program and guides this involvement to meet program needs; 4.2 organizes materials to meet program needs; 4.3 follows a reasonable timeline for achieving objectives and meets deadlines; 4.4 understands all aspects of the program and can articulate this understanding; 4.5 enlists assistance of other supportive personnel (principals, coordinators, consultants, outside experts) when appropriate; 4.6 keeps necessary records and compiles reports. Contributes to research for program or project when necessary; 4.7 assists with the preparation of program budgets; 4.8 monitors these budgets and prepares budget revisions as necessary; 4.9 assists, as requested, with securing funding to continue program operations.</p>
<b>5. STAFF RELATIONS:</b>	<p>5.1 develops rapport with district staff members as individuals in a professional manner; 5.2 deals with personal information and communication in an ethical manner; 5.3 encourages two-way communication on program operations (including strengths, weaknesses, concerns, and recommendations for change).</p>
<b>6. RELATED PERSONAL QUALITIES:</b>	<p>6.1 maintains a professional relationship with colleagues and other administrative personnel; 6.2 seeks, accepts, and benefits by constructive criticism; 6.3 displays initiative in accomplishing objectives; 6.4 demonstrates flexibility in adjusting to unforeseen changes in program and/or management tasks related to program.</p>

HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
COUNSELOR

The following criteria will be used in the evaluation of Counselor:

CRITERIA	INDICATORS for Counselor
<p><b>1. PERSONAL CHARACTERISTICS:</b></p>	<p>1.1 is alert and enthusiastic; 1.2 is professionally ethical; 1.3 is professionally involved; 1.4 is self-motivated; 1.5 has self-insight and self-understanding; 1.6 feels a sense of adequacy and worth; 1.7 is emotionally balanced; 1.8 relates easily to others.</p>
<p><b>2. RELATIONSHIPS WITH PUPILS:</b></p>	<p>2.1 is sensitive to youth; 2.2 demonstrates the willingness to accept and work with all counselees; 2.3 helps counselee relate, analyze, synthesize, and integrate his/her own characteristics, goals, and values to promote making responsible decisions; 2.4 allows and expects counselee to accept responsibility for decision making and possible consequences; 2.5 demonstrates that primary responsibility is to the counselee; 2.6 motivates students to seek counseling; 2.7 has rapport with students; 2.8 is a facilitating agent; 2.9 respects the dignity and worth of the individual; 2.10 has a facilitative image among students; 2.11 helps pupils with personal as well as educational and vocational problems; 2.12 demonstrates understanding of the basic principals of human growth and development; 2.13 demonstrates awareness of personal and professional limitations and has the ability and knowledge to make appropriate referrals.</p>
<p><b>3. INDIVIDUAL ASSESSMENT:</b></p>	<p>3.1 demonstrates ability to synthesize and integrate testing and non-testing data; 3.2 demonstrates the ability to administer or to prepare others to administer District tests; 3.3 is aware of test limitations and practical applications; 3.4 demonstrates ability to obtain needed appropriate comprehensive testing and non-testing data; 3.5 demonstrates familiarity with local school district policies relevant to class placement; 3.6 demonstrates ability to cooperate with parents, staff and students regarding placement of students.</p>

CRITERIA	INDICATORS for Counselor
<b>4. RELATIONSHIPS WITH PARENTS:</b>	4.1 is sensitive to parents; 4.2 is cooperative with parents; 4.3 attends to parental referrals; 4.4 is available to parents; 4.5 has a professional image among parents; 4.6 provides parents with an opportunity to be heard; 4.7 is conscientious in following through with parents.
<b>5. RELATIONSHIPS WITH STAFF:</b>	5.1 is sensitive to the role of staff; 5.2 communicates easily with staff; 5.3 is a facilitating agent with staff; 5.4 is aware of the emotional demands of teaching; 5.5 is receptive to staff; 5.6 has good rapport with staff; 5.7 attends to staff referrals.
<b>6. RELATIONSHIPS WITH ADMINISTRATORS:</b>	6.1 is sensitive to the role of the administrator; 6.2 has a professional rationale for his/her counseling approach; 6.3 meets with the administrator regarding program development; 6.4 communicates easily and effectively; 6.5 functions effectively as a resource consultant; 6.6 attends to administrative referrals.
<b>7. PROFESSIONAL ATTITUDE AND ACTIVITIES:</b>	7.1 is aware of research relevant to counseling; 7.2 demonstrates ability to conduct, use, and interpret research pertinent to counseling; 7.3 is sensitive to research findings; 7.4 contributes to the profession; 7.5 periodically evaluates own counseling skills; 7.6 is aware of the art and science of counseling; 7.7 has a professional balance between theory and practice; 7.8 is professionally enthusiastic regarding his/her function; 7.9 is perceptive of the counselor's professional role.
<b>8. CONSULTATION AND COORDINATION:</b>	8.1 consults with members of the pupil personnel services staff to serve the general developmental needs of students; 8.2 works with staff in planning and developing instructional strategies and curricular program; 8.3 demonstrates ability to utilize case conferencing and staffing; 8.4 assists teachers in the integration of appropriate counseling and guidance services into the classroom; 8.5 functions in a well organized manner.

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
LIBRARY MEDIA SPECIALIST**

The following criteria will be used in the evaluation of Library Media Specialist:

<b>CRITERIA</b>	<b>INDICATORS for Library Media Specialist</b>
<b>1. MEDIA ROLE:</b>	1.1 selects media and equipment consistent with the District's selection policy and appropriate to the curriculum; 1.2 selects a balance of media to meet a variety of learning styles and teaching strategies; 1.3 maintains a well-organized learning resource center for effective use of media; 1.4 provides maintenance for materials and equipment; 1.5 develops and implements a program for the integration of materials and equipment into the learning experience; 1.6 identifies needs for locally produced materials; 1.7 relates services from the District level to meet building instructional needs.
<b>2. PROGRAM PLANNING:</b>	2.1 creates a welcoming and comfortable atmosphere for students and teachers in the Learning Resources Center; 2.2 directs aides, volunteers and student help with efficiency and understanding; 2.3 develops program objectives and works toward their achievement.
<b>3. TEACHING:</b>	3.1 utilizes teaching techniques which are consistent with the selected objective. Such techniques will: 3.1.1 make provision for differences in ability among students, 3.1.2 provide for the previous knowledge, abilities, and interests of the class, 3.1.3 makes effective use of instructional equipment, materials, and resource personnel, 3.1.4 provide a variety of activities in keeping with the maturity and attention span of the students, 3.1.5 implement lesson plans but permit flexibility; 3.2 gives explanations, assignments and directions clearly; 3.3 makes reasonable and appropriate assignments; 3.4 motivates students by making lessons interesting and challenging; 3.5 helps students to develop acceptable work habits and study skills; 3.6 evaluates daily lessons and units of study by assessing student achievement of objectives; 3.7 provides guidance and assistance for students.
<b>4. ROOM MANAGEMENT AND DISCIPLINE:</b>	4.1 establishes and maintains order and discipline in the Library including: 4.1.1 quiet when appropriate; 4.1.2 attention to the Library Media Specialist when instruction is being given; 4.1.3 student conforming to established rules; 4.2 shows consistency in fairness and dealing with student behavior; 4.3 disciplines students in a firm but controlled manner; 4.4 encourages students to develop courtesy, self-control, respect, and responsibility; 4.5 enlists the assistance of counselors, assistant principal, principal, and other supportive personnel when appropriate; 4.6 assists in maintaining control and enforcing rules throughout the school.
<b>5. PUPIL - LIBRARY MEDIA SPECIALIST RELATIONS:</b>	5.1 develops rapport with the student as an individual in a professional manner; 5.2 deals with personal information and communication in an ethical manner.

HIGHLINE SCHOOL DISTRICT

APPENDIX A  
NURSE

EVALUATIVE CRITERIA  
NURSE

The following criteria will be used in the evaluation of Nurse:

CRITERIA	INDICATORS FOR NURSE
<b>1. HEALTH SERVICES:</b>	1.1 identifies student health problems and needs and shares necessary information and its implication with staff; 1.2 maintains a health record for all students, recording screening results on individual student cards; 1.3 assumes the responsibility for screening procedures, such as hearing, vision, and scoliosis; 1.4 reviews and follows up on all student immunization compliance as required by state regulations; 1.5 performs special education health assessments and participates in staffing and I.E.P. planning; 1.6 recommends appropriate medical supplies for the schools; 1.7 assists the school in providing care for injured or ill students at school; 1.8 performs other health-related duties as requested by the principal as time permits.
<b>2. HEALTH EDUCATION:</b>	2.1 provides resources for health and medical concerns for students and staff; 2.2 provide classroom presentations of health issues as requested by staff or as needed and time permits; 2.3 plans and coordinates health care management for students with special health care needs; 2.4 provides staff in-service in areas of identified need, i.e., C.P.R., seizure care, control of communicable diseases as time permits; 2.5 assists in evaluating learning resource material and curricula in the area of health.
<b>3. HEALTH COUNSELING:</b>	3.1 consults with student, parents, teachers and other staff to obtain appropriate medical care for students; 3.2 assists parents and school personnel to understand and accept children with special needs; 3.3 works with students individually or in groups in areas such as; substance abuse, self esteem, acute and chronic disease, sexual abuse prevention and treatment; 3.4 consults, advises and may refer staff in the areas of health monitoring and counseling.
<b>4. INTERPERSONAL RELATIONSHIPS:</b>	4.1 respects individual children and their needs and maintains Student rapport; 4.2 deals in a professional manner with personal and health information; 4.3 maintains professional relationships with staff, parents and students; 4.4 is a liaison between school, family and community health services.
<b>5. PERSONAL/PROFESSIONAL GROWTH:</b>	5.1 is responsible for personal and professional growth; 5.2. demonstrates an awareness of one's own strengths and limitations to improve or enhance competence; 5.3 is punctual and reliable;

**HIGHLINE SCHOOL DISTRICT**

**EVALUATIVE CRITERIA  
PSYCHOLOGIST**

The following criteria will be used in the evaluation of Psychologist:

<b>CRITERIA</b>	<b>INDICATORS for Psychologist</b>
<b>1. PREPARATION:</b>	1.1 possesses and maintains competency in assessment and evaluation techniques in light of psychometric procedures; 1.2 considers abilities, interests, and present performance levels of students in planning; 1.3 establishes immediate and long range objectives; 1.4 prepares effective plans to meet objectives; 1.5 plans for continuing evaluation and reassessment of students' progress in Special Education; 1.6 selects and prepares appropriate equipment and materials in advance of evaluation and assessment; 1.7 demonstrates awareness of the laws relating to "education for all."
<b>2. ABILITY TO ANALYZE THE PRESENTING PROBLEM:</b>	2.1 utilizes psychological and psychometric techniques to clearly identify the problem; 2.2 establishes priorities in relationship to problem; 2.3 can provide acceptable alternatives/solutions to problems; 2.4 has the ability to cope with crises situations; 2.5 usefulness of recommendations; 2.6 provides adequate follow-up with cases.
<b>3. COMMUNICATION SKILLS WITH SCHOOL STAFF:</b>	3.1 listening skills; 3.2 ability to give and take feedback; 3.3 ability to articulate problem-related ideas and alternatives clearly; 3.4 facilitates communication between all professional staff.
<b>4. RAPPORT:</b>	4.1 builds working relationships with: 4.1.1 students 4.1.2 parents 4.1.3 teachers 4.1.4 administrators 4.1.5 student services team 4.1.6 outside agencies
<b>5. PERSONAL QUALITIES:</b>	5.1 meets responsibilities in a punctual and reliable manner; 5.2 maintains a professional relationship with colleagues, administrators, and parents; 5.3 accepts responsibilities for cases on a continuing basis.

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
SOCIAL WORKER**

The following criteria will be used in the evaluation of Social Worker:

<b>CRITERIA</b>	<b>INDICATORS for Social Worker</b>
<b>1. SOCIAL WORK TECHNIQUES:</b>	1.1 possesses and maintains competence in current social work practices; 1.2 demonstrates flexible interviewing techniques in making assessments; 1.3 demonstrates working knowledge of family dynamics; 1.4 participates in team process by clarifying roles, contributing information and facilitating decision making; 1.5 develops and carries out an appropriate plan which may include changing behavior within the individual, family, school and/or community; 1.6 demonstrate ability to diagnose and respond to crisis situations; 1.7 mediates when necessary between school and home.
<b>2. CASELOAD MANAGEMENT:</b>	2.1 confers with appropriate school personnel and relevant agencies; 2.2 reads appropriate files as part of assessment; 2.3 uses team process for information gathering and feedback; 2.4 determines priorities after involving school personnel; 2.5 maintains written records consistent with effective case planning; 2.6 evaluates caseload regularly.
<b>3. RESOURCES:</b>	3.1 maintains current information about agency referral policies and guidelines; 3.2 informs students, parents and school staff of available community services and assists them to effectively use appropriate services; 3.3 identifies the existing gaps in service to the community.
<b>4. INTERPERSONAL RELATIONSHIPS:</b>	4.1 establishes relationship with students in a professional manner: 4.1.1 respects different values; 4.1.2 encourages independent decision making; 4.1.3 respects co-worker's abilities, encourages potential for growth and initiates exchange of ideas; 4.2 respects parental concerns and individual needs; 4.3 respects co-worker's abilities, encourages potential for growth and initiates exchange of ideas; 4.4 deals with personal information and communication in an ethical manner.
<b>5. PROFESSIONAL QUALITIES:</b>	5.1 reliability -- justifies confidence, meets responsibilities in a punctual manner; 5.2 adaptability -- performs duties while actively attempting to define situations and resolve conflicts; 5.3 initiative -- creates alternatives and attempts to change dysfunctional school environment; 5.4 development -- reads current materials, participates in professional activities and shares information with colleagues.



**HIGHLINE SCHOOL DISTRICT**

**EVALUATIVE CRITERIA  
SPECIALIST**

The following criteria will be used in the evaluation of Specialist staff:

<b>CRITERIA</b>	<b>INDICATORS - The Specialist</b>
<b>1. PREPARATION IN SPECIALTY:</b>	1.1 possesses and maintains competence in field of specialty; 1.2 understands current developments in the field of specialty, evaluates and applies these when appropriate.
<b>2. PROGRAM PLANNING:</b>	2.1 establishes immediate and long-range objectives consistent with those determined by immediate supervisor; 2.2 prepares effective plans to meet objectives; 2.3 evaluates plans on a continuing basis and utilizes results in adjusting procedures to meet objectives.
<b>3. CONSULTING TECHNIQUES:</b> (i.e., teacher advising techniques, resource skills, teaching skills)	3.1 utilizes consulting techniques, which are consistent with selected objectives. Such techniques will: 3.1.1 make provisions for differences in teachers' backgrounds and experience in the field of specialty; 3.1.2 provide teachers with knowledge of current materials and techniques in the field; 3.1.3 assist teachers in improving teaching techniques in the classroom; 3.1.4 assist teachers in planning, implementing, and evaluating new programs in the field.
<b>4. MANAGEMENT ABILITIES:</b>	4.1 arranges for the involvement of people in the program and guides this involvement to meet program needs; 4.2 organizes materials to meet program needs; 4.3 follows a reasonable timeline for achieving objectives and meets deadlines; 4.4 understands all aspects of the program and can articulate this understanding; 4.5 enlists assistance of other supportive personnel (principals, coordinators, consultants, outside experts) when appropriate; 4.6 keeps necessary records and compiles reports. Contributes to research for program or project when necessary.
<b>5. SPECIALIST SCHOOL-STAFF RELATIONS:</b>	5.1 develops rapport with teachers and principals as individuals in a professional manner; 5.2 deals with personal information and communication in an ethical manner.
<b>6. RELATED PERSONAL QUALITIES:</b>	6.1 maintains a professional relationship with colleagues and other administrative personnel; 6.2 seeks, accepts, and benefits by constructive criticism; 6.3 displays initiative in accomplishing objectives.

**APPENDIX A  
SPEECH LANGUAGE PATHOLOGIST**

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
SPEECH LANGUAGE PATHOLOGIST**

The following criteria will be used in the evaluation of Speech Language Pathologist:

<b>CRITERIA</b>	<b>INDICATORS for Speech Language Pathologist</b>
<b>1. DIAGNOSTIC SERVICES:</b>	1.1 determines the diagnostic needs of a given child related to language, speech and hearing concerns of professional school personnel, parental concern, classroom observations and reviewing of the child's history; 1.2 determines accurately and efficiently those individuals who exhibit disorders of language, speech and/or hearing; 1.3 gathers diagnostic information concerning the student's language, speech and hearing obtained through the use of standardized and informal tests and classroom observations; 1.4 determines through competent examination, diagnostic procedures and appropriate referral, the nature, etiology and severity of the specific handicap(s) of those individuals with language, speech and/or hearing disorders.
<b>2. THERAPEUTIC SERVICES:</b>	2.1 designs a program for language, speech and hearing services within the school; 2.2 plans, conducts and modifies an appropriate treatment program for those individuals diagnosed as having language, speech and/or hearing disorders and arranges for the implementation programs; 2.3 conducts a program which effectively modifies the behavior characterizing the language, speech and/or hearing disorder.
<b>3. CONSULTATIVE SERVICES:</b>	3.1 provides consultative services for those interested in language, speech and hearing programs. The Speech Language Pathologist serves in a consultative role in planning and implementing language-speech improvement programs; 3.2 interprets the results and conclusions of diagnostic data to professional team members in order to determine to what extent the language, speech or hearing disorder may be contributing to the child's performance in the classroom; 3.3 uses the information of other professional team members in planning more effective remediation for a student; 3.4 explores and implements with teachers, parents, team members and outside agencies or other involved personnel appropriate strategies for meeting the communication needs of each child; 3.5 serves as a resource person in the area of language, speech and hearing skills.
<b>4. PERSONAL QUALITIES:</b>	4.1 functions effectively and cooperatively within the educational environment; 4.2 selects a variety of activities which insure continuous professional growth.

**APPENDIX A  
LANGUAGE SPECIALIST FOR  
DEAF AND HARD OF HEARING**

**HIGHLINE SCHOOL DISTRICT  
EVALUATIVE CRITERIA  
LANGUAGE SPECIALIST FOR THE DEAF AND HARD OF HEARING**

Following criteria will be used in the evaluation of Language Specialist for the Deaf and Hard of Hearing:

<b>CRITERIA</b>	<b>INDICATORS for Language Specialist for the Deaf and Hard of Hearing</b>
<b>1. PREPARATION IN SPECIALTY:</b>	1.1 possesses and maintains competence in field of specialty; 1.2 understands current developments in the field of specialty, evaluates and applies these when appropriate.
<b>2. DIAGNOSTIC SERVICES:</b>	2.1 utilizes pertinent information in determining the diagnostic needs of a given child, relating to language and speech behavior; 2.2 uses appropriate standardized and informal diagnostic tools to evaluate a given child's speech and language abilities, including prelinguistic cognitive skills, when necessary; 2.3 uses diagnostic and other information to determine the nature, etiology, and severity of the speech and language handicap(s).
<b>3. PROGRAM PLANNING AND MANAGEMENT:</b>	3.1 uses the information of their professional team members in planning more effective remediation for a student; 3.2 develops appropriate, sequential language and speech programs for a given child, based on diagnostic findings; 3.3 monitors and modifies language and speech programs, insuring continued progress of the child.
<b>4. CONSULTATIVE SERVICES:</b>	4.1 serves in a consultative role in planning and implementing communication, language and speech development programs; 4.2 interprets results and conclusions of diagnostic data to professional team members; 4.3 explores and implements with teachers, parents, team members and outside agencies or other involved personnel, appropriate strategies for meeting the communication needs of each child; 4.4 serves as a resource person in the areas of communication, language and speech skills.
<b>5. MANAGEMENT ABILITIES:</b>	5.1 arranges for the involvement of people in the program and guides this involvement to meet program needs; 5.2 organizes materials to meet program needs; 5.3 follows a reasonable timeline for achieving objectives and meets deadlines; 5.4 understands all aspects of the program and can articulate this understanding; 5.5 enlists assistance of other supportive personnel (principals, coordinators, consultants, outside experts) when appropriate; 5.6 keeps necessary records and compiles reports; 5.7 contributes to research for program or project when necessary.

**APPENDIX A  
PARENT/INFANT SPECIALIST FOR  
DEAF AND HARD OF HEARING**

**HIGHLINE SCHOOL DISTRICT**

**EVALUATIVE CRITERIA  
PARENT-INFANT SPECIALIST FOR DEAF AND HARD OF HEARING**

The following criteria will be used in the evaluation of Parent-Infant Specialist for Deaf and Hard of Hearing:

<b>CRITERIA</b>	<b>INDICATORS for Parent-Infant Specialist for Deaf and Hard of Hearing</b>
<b>1. PREPARATION:</b>	1.1 possesses and maintains competence in field of specialty; 1.2 understand current developments in the field of specialty, evaluates and applies these when appropriate.
<b>2. PROGRAM PLANNING:</b>	2.1 establishes immediate and long range objectives consistent with those determined by immediate supervisor; 2.2 prepares effective plans to meet objectives; 2.3 evaluates plans on a continuing basis and utilizes results in adjusting procedures to meet objectives.
<b>3. MANAGEMENT ABILITIES:</b>	3.1 arranges for the involvement of support personnel in the program and guides this involvement to meet program needs; 3.2 organizes material to meet program needs; 3.3 follows a reasonable timeline for achieving objectives and meets deadlines; 3.4 understands all aspects of the program and can articulate this understanding; 3.5 enlists assistance of other supportive personnel (principals, coordinators, consultants, outside experts) when appropriate; 3.6 keeps necessary records and compiles reports; 3.7 contributes to research for program or project when necessary.
<b>4. SCHOOL STAFF RELATIONS:</b>	4.1 develops rapport with teachers and principals as individuals in a professional manner; 4.2 deals with personal information and communication in an ethical manner.
<b>5. PERSONAL QUALITIES RELATED TO TEACHING:</b>	5.1 meets responsibilities in a punctual and reliable manner; 5.2 maintains a professional relationship with colleagues, administrators, parents, medical community, and other outside agencies; 5.3 accepts a fair share of extra-curricular responsibilities.
<b>6. EFFORT TOWARD IMPROVEMENT WHEN NEEDED:</b>	6.1 participates in a self-evaluation process which identifies both areas of strength and areas in need of improvement; 6.2 makes an effort to respond to recommendations included in periodic and annual evaluations; 6.3 participates in in-service, professional, and college activities leading to continued professional growth.