

Verona Public Schools
Performance Evaluation for Behavior Analyst

Name:
School(s):

Date:
Evaluator:

Domain I: Planning and Preparation

1a. The Behavior Analyst demonstrates knowledge and skills in the area of behavior analysis and holds the relevant certificate or license.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst demonstrates competence with completing a Functional Behavior Analysis (FBA) of student behavior and less formal behavior analysis and knows the correct situation in which specific types of analysis should be used.	The Behavior Analyst demonstrates competence with a range of behavior analysis techniques used to analyze student behavior and knows the specific situation in which they should be used.	The Behavior Analyst completes appropriate FBAs and is learning situations in which basic analysis can be used to analyze student behavior.	The Behavior Analyst demonstrates rudimentary knowledge of FBAs and behavior analysis.

Comments:

1b. The Behavior Analyst demonstrates knowledge of development and behavior in children and adolescents.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst demonstrates and applies extensive knowledge and understanding of child and adolescent development and behavior and knows variations in typical patterns.	The Behavior Analyst demonstrates and applies knowledge and understanding of child and adolescent development and behavior and applies it in daily practice.	The Behavior Analyst applies basic knowledge and understanding of child and adolescent development and behavior and attempts to apply it in daily practice.	The Behavior Analyst is learning to apply basic knowledge and understanding of child and adolescent development and behavior but rarely attempts to apply it in daily practice.

Comments:

1c. The Behavior Analyst demonstrates knowledge of and follows both state and federal regulations regarding special education and related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst demonstrates strong knowledge and consistent application of state, federal and local regulations/policies regarding special education and related services and applies the knowledge in daily practice.	The Behavior Analyst demonstrates knowledge and application of state, federal and local regulations/policies regarding special education and related services and attempts to apply the knowledge in daily practice.	The Behavior Analyst demonstrates minimal knowledge of state, federal and local regulations/policies regarding special education and related services and occasionally attempts to apply the knowledge in daily practice.	The Behavior Analyst is learning state, federal and local regulations/policies regarding special education and related services and does not yet apply this knowledge in daily practice

Comments:

1d. The Behavior Analyst participates in student services meetings (i.e., Core Team, I&RS, Building CST) as appropriate and assists in the planning of intervention services for individual students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst participates in student services meetings and consistently applies knowledge of behavior analysis/techniques and child development to help develop appropriate intervention services for students.	The Behavior Analyst participates in student services meetings and applies knowledge of behavior analysis/techniques and child development to occasionally develop intervention services for students.	The Behavior Analyst occasionally participates in student services meetings and applies basic knowledge of behavior analysis/techniques and child development to contribute to discussion of intervention services for children.	The Behavior Analyst occasionally participates in student services meetings and demonstrates emerging knowledge of behavior analysis/techniques and child development. The Behavior analyst rarely contributes to discussion of intervention services for students.

Comments:

1e. The Behavior Analyst establishes behavior intervention, behavior management and/or motivation systems appropriate to the setting and the students served.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) ineffective
The Behavior Analyst develops behavior intervention, behavior management and/or motivation systems that are individualized and highly appropriate to the setting and the student(s). Systems are monitored and adjusted on an ongoing basis.	The Behavior Analyst develops behavior intervention, behavior management and/or motivation systems that are appropriate to the setting and the student(s). Systems are occasionally monitored and adjusted.	The Behavior Analyst develops a behavior intervention, behavior management and/or motivation systems that are partially suited to the situation and age of the student(s). The Behavior Analyst requires assistance to monitor and adjust systems.	The Behavior Analyst is unable to develop behavior intervention, behavior management and/or motivation systems for students.

Comments:

1f. The Behavior Analyst demonstrates strong time management, organization and planning skills

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst demonstrates strong organization skills, manages time efficiently, establishes priorities, and maintains thorough records and notes.	The Behavior Analyst demonstrates organization and time management skills. The Behavior Analyst attempts to establish priorities and maintains records and notes.	The Behavior Analyst demonstrates scattered organization, time management and prioritization skills.	The Behavior Analyst demonstrates limited organization and time management skills. Priorities are not established.

Comments:

Domain II: Environment

2a.The Behavior Analyst establishes positive rapport with staff, students and parents

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst's interactions with staff, students and/or parents	The Behavior Analyst's interactions with staff, students and/or parents	The Behavior Analyst's interactions with staff, students and/or parents	The Behavior Analyst's interactions with staff, students and/or parents

reflect a high degree of ethical standards, comfort, trust and confidentiality.	are respectful, positive and confidential. The Behavior Analyst maintains high ethical standards.	are a mix of positive and negative. The Behavior Analyst's interactions are partially successful. The Behavior Analyst maintains ethical standards.	are sometimes negative or inappropriate. Individuals do not appear comfortable in the presence of the Behavior Analyst. Ethical standards are not always upheld.

Comments:

2b. The Behavior Analyst works to keep the community informed of the role of the Behavior Analyst in the school environment.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst designs and participates in community informational programs to inform parents and staff of the Behavior Analyst in the school environment.	The Behavior Analyst participates in community informational programs to inform parents and staff of the role of the Behavior Analyst in the school environment.	Upon request, the Behavior Analyst participates in community informational programs to inform parents and staff of the role of the Behavior Analyst in the school environment.	The Behavior Analyst rarely participates in community informational programs to inform parents and staff of the role of the Behavior Analyst in the school environment.

Comments:

Domain III: Delivery of Service

3a. The Behavior Analyst completes Functional Behavior Assessments (FBA) in compliance with recognized Board Certified Behavior Analyst guidelines, state and federal procedures.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst writes timely, comprehensive FBA reports in clear, concise language that describe the behavioral characteristics of the assessed student, the function of the student's behavior and specific suggestions to modify inappropriate behaviors.	The Behavior Analyst writes FBA reports that describe at least some of behavioral characteristics of the assessed student, the function of the student's behavior and some suggestions to modify inappropriate behaviors.	The Behavior Analyst writes FBA reports that include a minimal description of the behavioral characteristics of the assessed student. The function of the student's behavior is not identified and there are limited suggestions to assist with modification of the student's behavior	The Behavior Analyst's FBA reports do not identify the student's behavioral characteristics, the function of the student's behavior or suggestions to modify the student's behavior.

Comments:

3b. The Behavior Analyst consults with teachers and staff members regarding student performance and behavior management

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst regularly observes in class and consults with teachers, staff and parents regarding the behavioral needs of	The Behavior Analyst consults with teachers, staff and parents regarding the behavioral needs of students and	The Behavior Analyst consults with teachers or staff or parents regarding the behavioral needs of students. There is little communication	The Behavior Analyst rarely consults with teachers, staff and/or parents regarding the behavioral needs of students.

students and how they impact classroom performance.	how they impact classroom performance.	regarding the impact of behavior on the student's classroom performance.	

Comments:

3c. The Behavior Analyst trains staff on the implementation of Behavior Intervention Plans or motivation systems to maximize student success.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst provides individual and groups trainings for teachers, staff and paraprofessionals on Behavior Intervention Plans and motivation systems. Trainings are frequent and designed to meet the individual needs of staff and students.	The Behavior Analyst provides individual trainings for teachers, staff and paraprofessionals on Behavior Intervention Plans and motivation systems. Group trainings are rarely scheduled. Trainings are updated and designed to meet the individual needs of staff and students.	The Behavior Analyst provides occasional group trainings for teachers, staff and paraprofessionals on Behavior Intervention Plans and motivation systems. Trainings may be designed to meet the individual needs of staff and students.	The Behavior Analyst rarely provides training to teachers, staff and/or paraprofessionals on Behavior Intervention Plans and motivation systems. Trainings that do occur and not designed to meet the individual needs of staff and students.

Comments:

3d. The Behavior Analyst demonstrates flexibility and responsiveness

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst meets all responsibilities while maintaining flexibility. The Behavior Analyst continually seeks ways to improve trainings and behavior systems. Changes are based on the identified needs of students.	The Behavior Analyst meets responsibilities with some flexibility and makes revisions in behavior systems when they are needed.	The Behavior Analyst meets responsibilities but is not flexible. Changes in behavior systems are made only when confronted with evidence of a need for change.	The Behavior Analyst requires guidance to meet responsibilities. Changes in behavior systems are rarely made, even with evidence of a need for change.

Comments:

Domain IV: Professional Responsibilities

4a. The Behavior Analyst reflects on practice

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst's reflection is highly accurate and perceptive. The Behavior Analyst reflects on professional practice and looks for new, innovative ways to improve it.	The Behavior Analyst reflects on professional practice and is open to suggestions from supervisors regarding ways to improve it.	The Behavior Analyst reflects on professional practice when encouraged to do so by supervisors.	The Behavior Analyst rarely reflects on professional practice.

Comments:

4b. The Behavior Analyst maintains communication with staff, families and students

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
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The Behavior Analyst maintains ongoing communication with staff, families and students regarding student behavior and performance.	The Behavior Analyst communicates with staff, families and students regarding behavior and performance periodically during the school year.	The Behavior Analyst rarely communicates with staff, families and students.	The Behavior Analyst communicates with staff, families and students only when required to do so.

Comments:

4c. The Behavior Analyst maintains accurate records

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst records all phone calls and contact with students, staff and families. Emails are printed and filed. All records are accurate and legible, well organized and stored in a secure location. Records are placed in secure files in Special Services as well as in building files.	The Behavior Analyst records contact with students, staff and families. Most emails are printed and filed. Records are accurate and legible. Some records are placed in secure files in Special Services as well as in building files but not always in both locations.	The Behavior Analyst is learning to record accurate, legible records. Emails are not always saved, printed or filed. Student files, Special Services files are not always up to date.	The Behavior Analyst does not record phone calls and contact with students, staff and families. Student files, special Services files are not always up to date.

Comments:

4d. The Behavior Analyst participates in a professional community

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst holds national board certification and is an active member of professional associations. The Behavior Analyst makes a substantial contribution to school and district events.	The Behavior Analyst is an active member of appropriate professional organizations. The Behavior Analyst participates actively in school and district events.	The Behavior Analyst is considering membership in appropriate professional organizations. The Behavior Analyst participates in school and district events when specifically asked to do so.	The Behavior Analyst is not a member of professional organizations and does not plan to join any. The Behavior Analyst avoids being involved in school and district events.

Comments:

4e. The Behavior Analyst engages in professional development

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst looks for and takes advantage of professional development opportunities on various topics appropriate to Behavior Analysts. The Behavior Analyst turnkeys information to other district employees upon returning from a conference or workshop.	The Behavior Analyst looks for and attends professional development opportunities but often narrows workshops to one particular topic. The Behavior Analyst turnkeys information to other district employees upon returning from a conference or workshop.	The Behavior Analyst will attend professional development opportunities when required to do so by the school district. The Behavior Analyst will turn-key information upon returning from a conference or workshop if asked to do so.	The Behavior Analyst is reluctant to attend professional development opportunities and rarely turn-keys information upon returning from a conference or workshop.

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Comments:

4f. The Behavior Analyst demonstrates professionalism, including integrity, advocacy and confidentiality

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Behavior Analyst demonstrates professionalism in all aspects of his/her work. The Behavior Analyst maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	The Behavior Analyst demonstrates professionalism in most aspects of his/her work. The Behavior Analyst maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	The Behavior Analyst requires mentoring to develop appropriate professionalism in all aspects of his/her work. Relationships with colleagues are cordial.	The Behavior Analyst demonstrates limited understanding of required professionalism associated with his/her position. Relationships with colleagues are negative and self-serving.

Comments:

EVALUATED PROFESSIONAL'S COMMENTS:

EVALUATOR'S
SIGNATURE: _____

STAFF MEMBER'S
SIGNATURE: _____ DATE: _____