

# Waseca Educators Evaluation Tool (WEET)

## CASE FACILITATORS

Evaluator:  
Date:  
School Name:

Teacher Evaluated:  
Time:

Subject:

| Consultation | Level of Performance  |                          |                          |                          |
|--------------|---|--------------------------|--------------------------|--------------------------|
|              | Unsatisfactory  | Developing               | Proficient               | Exemplary                |
|              | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|              | <input type="checkbox"/> Provides consultation as a resource in the development of positive interventions in the pre-referral process as requested<br><input type="checkbox"/> Consults and serves as school liaison with school social workers, counselors, administrators and inter-agency service providers regarding due process<br><input type="checkbox"/> Functions as liaison between district level special services and special education building teams<br><input type="checkbox"/> Consults with principal / assistant principal on an as needed basis to update special education issues and needs in building |                          |                          |                          |
| Comments:    |   |                          |                          |                          |

| Activities / Timelines | Level of Performance  |                          |                          |                          |
|------------------------|---|--------------------------|--------------------------|--------------------------|
|                        | Unsatisfactory  | Developing               | Proficient               | Exemplary                |
|                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | <input type="checkbox"/> Coordinates Scheduling of appropriate Team Meetings with parents, staff<br><input type="checkbox"/> Maintains case facilitator "contact logs" in student file<br><input type="checkbox"/> Serves as Administrative Designee at annual IEP Meetings (exceptions of ECSE, Day Tx and speech only)<br><input type="checkbox"/> Provides updated state required information to case managers & special education service providers for consistency and quality of written IEPs<br><input type="checkbox"/> Send IEPs to parents / guardians and other outside agency providers, if requested |                          |                          |                          |
| Comments:              |   |                          |                          |                          |

| Assessment Due Process | Level of Performance  |                          |                          |                          |
|------------------------|---|--------------------------|--------------------------|--------------------------|
|                        | Unsatisfactory  | Developing               | Proficient               | Exemplary                |
|                        | <input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                        | <input type="checkbox"/> Facilitates & Coordinates Initial & Re-evaluation assessment plan<br><input type="checkbox"/> Prepares & manages timelines & permission for assessment process<br><input type="checkbox"/> Administers & interprets educational assessments as assigned in the assessment plan<br><input type="checkbox"/> Conducts observations of student in classroom & interviews with student or parent as assigned in assessment plan<br><input type="checkbox"/> Facilitates team meetings following assessment<br><input type="checkbox"/> Verifies that the data from assessment team has been entered into Team Summary Evaluation Report<br><input type="checkbox"/> Interprets data, analyzes assessment results & edits Assessment Team Summary Report (ATSR)<br><input type="checkbox"/> Provide ATSR to parents / guardian & student file |                          |                          |                          |
| Comments:              |   |                          |                          |                          |

| Additional Responsibilities   | Level of Performance     |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
|   | Unsatisfactory           | Developing               | Proficient               | Exemplary                |
|   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Attends meetings for students in out-of-district placements when invited.  |                          |                          |                          |                          |
| <input type="checkbox"/> Attends exit conferences at medical facilities when invited  |                          |                          |                          |                          |
| <input type="checkbox"/> Attends case facilitator meetings 2 times a month  |                          |                          |                          |                          |
| <input type="checkbox"/> Attends appropriate Staff Development activities to keep current with State and Federal statutes / regulations and current trends        |                          |                          |                          |                          |
| <input type="checkbox"/> Represents Waseca Public Schools at Community Transition Interagency County/Interagency Early Intervention Committee (CTIC/IEIC) meeting |                          |                          |                          |                          |
| <input type="checkbox"/> Has the technological skills related to computer software used in maintaining special education records, files, and reports              |                          |                          |                          |                          |

Comments:

General Comments:

Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

(By signing the above line, the teacher is indicating that they have seen this evaluation document and have had the evaluation results explained to them. Signature does not imply agreement.)

## ECSE CASE FACILITATOR- .5 FTE

### Job Description Waseca Public Schools

Title: ECSE Case Facilitator

Qualifications: ECSE licensure with at least 5 years experience teaching ECSE

Reports to: Director of Special Education and principal responsible for ECSE

#### ECSE Case Facilitator Responsibilities

##### IEP Meetings—

- Set up meetings—send out team mtg. notice/parental rights
- Make sure there is an administrator/designee at meeting
- Send out IEP after mtg. w/notice of proposed services

##### Initial Assessments/Reassessments—

- Enter student on SpEd Forms (initial only)
- Set up assessment determination meeting—send out notice
- Lead the meeting
- Contact parents for permission to assess—give parental rights along with Prior Written Notice for Evaluation
- Determine date due
- Send copy of assessment plan to case manager and other team members—
- Set up assessment template
- Make sure each tester has information entered on template before due date
- Complete the evaluation report
- Set up evaluation meeting before due date
- Facilitate meeting and have signature page completed

Terms of Employment: Work year to be established by the director of special education.

Evaluation: Performance will be evaluated annually in terms of professional staff evaluation practices by the director of special education and principal of ECSE program.

## **Case Facilitator Responsibilities**

### **Initial Assessments/Reassessments—**

- Enter student on SpEd Forms (initial only)
- Set up assessment determination meeting—send out notice
- Lead the meeting
- Contact parents for permission to assess—give parental rights along with Prior Written Notice for Evaluation
- Determine date due
- Send copy of assessment plan to case manager and other team members—
- Set up assessment template on SpEd Forms
- Make sure each tester has information entered on template before due date
- Complete the evaluation report
- Set up evaluation meeting before due date

### **New Students to District—**

- Review file and determine if they qualify for services (out of state)
- Let principal know if extra services are necessary (1:1, etc.)
- Assign to case manager by disability

### **Administrative Designee—**

- Serve as administrative designee if principal is not able to attend

## **Case Manager Responsibilities**

- Primary contact for parents/administration/staff regarding student issues

### **IEP Meetings—**

- Prepare draft copy of IEP including present levels of performance. Bring copies of the draft to the IEP meetings—collect at end of meeting
- Lead the IEP meeting—offer parents copy of parental rights/have team members sign in
- Add other information to IEP draft—make changes as necessary
- After meeting complete IEP, making sure other service providers have their information added within 10 school days
- Complete Prior Written Notice to send with completed IEP
- Make sure other service providers and classroom teachers are aware of IEP goals, objectives and adaptations

### **Assessments—**

- Attend assessment determination/planning meeting
- Give all team members listed on assessment plan edit access on SpEd Forms
- Complete any testing/observations as listed on assessment plan
- Enter results on existing SpEd Forms template
- Prepare draft of IEP/IFSP if determined eligible
- Attend evaluation meeting

## **Case Facilitator Responsibilities**

### **IEP Meetings—**

- Set up meetings—send out team mtg. notice/parental rights
- Make sure there is an administrator/designee at meeting
- Send out IEP after mtg. w/notice of proposed services

### **Initial Assessments/Reassessments—**

- Enter student on SpEd Forms (initial only)
- Set up assessment determination meeting—send out notice
- Lead the meeting
- Contact parents for permission to assess—give parental rights
- Determine date due
- Send copy of assessment plan to case manager and other team members—email Angie to put on psychologist's schedule
- Set up assessment template
- Make sure each tester has information entered on template before due date
- Complete the assessment summary
- Set up evaluation meeting
- Facilitate meeting and have signature page completed

## **Case Manager Responsibilities**

- Primary contact for parents/administration/staff regarding student issues

### **IEP Meetings—**

- Fill out IEP Team Meeting Planner and get it to case facilitator at least 20 school days before team meeting date
- Review files, transcript, NWEA/MCA/BST results, get information from regular education teachers: grades, organization skills, behavior, work habits
- Prepare draft copy of IEP including present levels of performance(write DRAFT across pages of IEP)
- Bring copies of the draft to the IEP meetings—collect at end of meeting
- Lead the IEP meeting—offer parents copy of parental rights/have team members sign in
- Add other information to IEP draft –make changes as necessary
- After meeting complete IEP, making sure other service providers have their information added within 10 school days
- Let case facilitator know it is ready to send out
- Make sure regular education teachers are aware of IEP goals, objectives and adaptations

### **Assessments—**

- Attend assessment determination/planning meeting
- Give all team members listed on assessment plan edit access on SpEd Forms
- Complete any testing/observations as listed on assessment plan
- Enter results on existing SpEd Forms template
- Prepare draft of IEP if determined eligible
- Attend evaluation meeting

**STANDARDS OF EFFECTIVE SPECIAL EDUCATION CASE FACILITATOR:**

Observer \_\_\_\_\_ Case Facilitator \_\_\_\_\_

Site \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Score each area as: 1 UNSATISFACTORY    2 DEVELOPING    3 PROFICIENT    4 EXEMPLARY

**Special Education Case Facilitator**

| SKILL AREA   |  | PERFORMANCE LEVEL   |  |
|--------------|--|---|--|
| CONSULTATION | Below Standard   | Meets Standard  | Exceeds Standard   |
|              | Provides no response to requests for assistance in developing pre-referral interventions   | Provides consultation as a resource in the development of positive interventions in the pre-referral process as requested                             | Provides on-going consultation to staff, including assistance in designing and pre-referral interventions                                    |
|              | Provides no consultation with school social workers, counselors, administrators, and inter-agency service providers regarding due process      | Consults and serves as school liaison with school social workers, counselors, administrators and inter-agency service providers regarding due process | Takes a leadership role in helping school, home and community resources work together to meet student and family needs                       |
|              | Provides no communication between district level special services and special education building teams   | Functions as liaison between district level special services and special education building teams   | Brings district level special services and special education building teams together to meet if need is shown or requested                   |
|              | Provides no consultation with the principal/assistant principal on an as needed basis to update special education issues and needs in building | Consults with principal/assistant principal on an as needed basis to update special education issues and needs in building                            | Is proactive in consulting with principal/assistant principal on an as needed basis to update special education issues and needs in building |

**Notes:**
**IEP DUE PROCESS**

| ACTIVITIES / TIMELINES | Below Standard   | Meets Standard   | Exceeds Standard  |
|------------------------|--|--|---|
|                        | Does not coordinate scheduling of appropriate Team Meetings with parents, staff  | Coordinates Scheduling of appropriate Team Meetings with parents, staff  | Uses creative & flexible scheduling to accommodate parents & staff                          |
|                        | Does not maintain case facilitator "contact logs" in student file  | Maintains case facilitator "contact logs" in student file  | Maintains additional outside agency reports in file   |
|                        | Does not serve or find an Administrative Designee for annual IEP Meetings (exceptions of Day Tx and speech only)                                       | Serves as Administrative Designee at annual IEP Meetings (exceptions of Day Tx and speech only)  | While serving as Admin. Designee provides resource information to team when appropriate     |
|                        | Does not provide updated state required information to case managers & special education service providers for consistency and quality of written IEPs | Provides updated state required information to case managers & special education service providers for consistency and quality of written IEPs | Resource information for staff when questions raised regarding special ed. current practice |
|                        | Does not send IEPs to parents/guardians and other outside agency providers, if requested   | Send IEPs to parents/guardians and other outside agency providers, if requested  | Responds to & refers questions from parents to appropriate resource                         |

**Notes:**

**School Case Facilitator**

| SKILL AREA             |   | PERFORMANCE LEVEL  |  |
|------------------------|---|--|--|
| ASSESSMENT DUE PROCESS | Below Standard  | Meets Standard   | Exceeds Standard   |
|                        | Does not facilitate or Coordinate Initial & Re-evaluation assessment plan   | Facilitates & Coordinates Initial & Re-evaluation assessment plan  | Collaborates with Staff for assessment plan  |
|                        | Does not prepare & manage timelines & permission for assessment process   | Prepares & manages timelines & permission for assessment process   | Reminds staff of timelines   |
|                        | Does not Administer & interpret educational assessments as assigned in the assessment plan                                | Administers & interprets educational assessments as assigned in the assessment plan                              | Collaborates with other education professionals during assessment process                |
|                        | Does not conduct observations of student in classroom or interviews with student or parent as assigned in assessment plan | Conducts observations of student in classroom & interviews with student or parent as assigned in assessment plan | Integrates information from interviews with classroom & special ed. teachers             |
|                        | Does not facilitate team meetings following assessment  | Facilitates team meetings following assessment   | Provides additional resource information at team meetings                                |
|                        | Does not verify that the data from assessment team has been entered into Team Summary Evaluation Report                   | Verifies that the data from assessment team has been entered into Team Summary Evaluation Report                 | If information not entered, reminds staff of deadline for Team Summary Evaluation Report |
|                        | Does not interpret data, analyzes assessment results or edits Assessment Team Summary Report (ATSR)                       | Interprets data, analyzes assessment results & edits Assessment Team Summary Report (ATSR)                       | Suggests edit changes to make team summary report clear, concise & parent oriented       |
|                        | Does not provide ATSR to parents / guardian or student file   | Provide ATSR to parents / guardian & student file  | Answers additional questions after team meeting  |

**Notes: Diane's assessments are complete and easy for parents to understand. She develops a good rapport with parents when she meets with them.**

| Additional Responsibilities | Below Standard  | Meets Standard   | Exceeds Standard   |
|-----------------------------|---|--|--|
|                             | Does not attend meetings for students in out-of-district placements when invited                      | Attends meetings for students in out-of-district placements when invited.  | Attends meeting for students in out-of-district placements when invited and shares information with Special Ed. Director   |
|                             | Does not attend exit conferences and medical facilities when invited                                  | Attends exit conferences at medical facilities when invited  | Attends exit conferences at medical facilities when invited and share information with student's team  |
|                             | Does not attend case facilitator meetings   | Attends case facilitator meetings  | Attends case facilitator meetings, participates, and takes a leadership role   |
|                             | Does not attend Staff Development activities  | Attends appropriate Staff Development activities to keep current with State and Federal statutes/regulations and current trends. | Attends appropriate Staff Development activities to keep current with State and Federal statutes/regulations and current trends and trains/informs case managers and other case facilitators with information received |
|                             | Doesn't attend or represent WPS at Community Transition Interagency Committee meeting (CTIC)          | Represents Waseca Public Schools at Community Transition Interagency County meeting  | Represents and is actively involved in IEIC meeting  |
|                             | Limited tech skills related to computer software used in maintaining special ed reports/files/reports | Has the technological skills related to computer software used in maintaining special education records, files, and reports      | Has advanced technological skills related to computer software and other technologies to enhance special ed records, files and reports   |

Evaluator Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

(By signing the above line, the teacher indicates that they have seen this evaluation document, and had the evaluation results explained to him/her. The signature does not imply agreement.)