**San Jose∙Evergreen Community College District**

OBSERVATION FORM FOR COORDINATOR OF Disabled Students Program (DSPS)

**FACULTY MEMBER’S NAME:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RATING SCALE:**

1. Distinguished 2. Proficient 3. Needs Improvement 4. Unsatisfactory 5. Not observed/Not applicable

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| Distinguished Performance – exceeds the requirements of the assignment. The evaluation shall include notations of exceptional performance. |
| Proficient Performance – meets the requirements of the assignment. The evaluation may include notations of exceptional performance. |
| Needs Improvement – does not fully meet the requirements of assignment. The evaluation shall include notations of areas to be improved.  |
| Does Not Meet the Requirements of Assignment- This rating indicates that the Observer does not reasonably expect the evaluatee to improve.The evaluation shall include specific areas of unsatisfactory performance.  |

**JOB PERFORMANCE:**

 **DSPS Coordinator**

 **RATING COMMENTS**

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| 1. Is receptive to students, creates effective DSPS service environment.
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| 1. Provides leadership and coordinates program effectively.
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| 1. Helps students define and seek solutions to problems.
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| 1. Is effective in administering DSPS program development, budgets, services, external reporting and accountability.
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| 1. Researches questions brought by students, faculty, and staff or directs students to appropriate sources of information.
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| 1. Demonstrates knowledge of course offerings, programs, resources for students, general and approved major requirements for graduation and certificates.
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| 1. Is an advocate for accessibility on campus and in the community.
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| 1. Demonstrates knowledge of programs, policies and requirements of area colleges and universities.
2. Demonstrates knowledge of District policies and procedures affecting students.
3. Demonstrates effective communication with classroom faculty, staff and administrators regarding issues pertaining to students with disabilities.
4. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, and disabilities.
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TA’d 9/25/02, Rev. 2023-2024 AY