

PERFORMANCE EVALUATION OF ABA SPECIALISTS

This circular will remain in effect unless rescinded or superseded by a subsequent version

The following sets forth the coverage, philosophy, roles and responsibilities and procedures applicable to the evaluation process of Applied Behavior Analysis (ABA) specialists.

I. COVERAGE

The performance management process covers all ABA specialists. The evaluation process relates to the duties and responsibilities of the employee's position, as set forth in the employee's job description.

II. PHILOSOPHY

Performance management is one of the key processes driving the comprehensive reform of the Boston Public Schools. The performance management process for ABA specialists is designed to: (a) align the work of ABA specialists with the superintendent's district wide priorities and with team goals and (b) improve the work performance of ABA specialists.

III. ROLES AND RESPONSIBILITIES

The performance management process for ABA specialists will be led by the assistant superintendent of special education,

assistant director for ABA, and program directors for ABA. ABA specialists will be evaluated by their immediate supervisors unless the assistant director designates another person to conduct the evaluation.

A supervisor's failure to address the job performance problems of their staff through the performance evaluation process represents unacceptable performance for which the supervisor will be held accountable. Further, a supervisor will also be performing unsatisfactorily if an underperforming staff member is given a "Proficient" rating and then the staff member is encouraged to transfer to another school or department. A supervisor who does this will be held accountable as part of their performance evaluation.

IV. DIAGNOSIS AND RECOMMENDATIONS

The performance evaluation process should provide each employee with an appraisal of their strengths and identify areas in need of improvement. The employee will be evaluated on each standard within the various categories.

There are four possible ratings: 1) Unsatisfactory; 2) Needs Improvement; 3) Proficient; and 4) Exemplary.

V. PERFORMANCE MANAGEMENT PROCESS

Supervisors will conduct evaluations of their ABA specialists every year. The period for the performance evaluation for ABA specialists will cover September 1 – August 30 of the school year in which the employee is being evaluated. A supervisor may evaluate staff members more frequently if they choose to do so but must complete no fewer than 5 (five) direct observations over

the course of the school year.

Supervisors are expected to provide timely written feedback to their staff members, especially for employees who, upon observation, are not meeting the expectations of the supervisor. An employee who is not meeting their supervisor's expectations should have been informed of the supervisor's concerns and provided recommendations for improvement through written feedback before the performance evaluation meeting and should be given a reasonable amount of time to address the observed deficient performance.

Step 1 – REVIEW GOALS AND PROFESSIONAL DEVELOPMENT PLAN FOR THE COMING SCHOOL YEAR (September-October)

Supervisors will meet individually with each of their ABA specialists to jointly review the employee's goals and professional development plan for the September 1 - August 30 period. When possible, goal development should be done during the prior year's performance evaluation meeting.

During this meeting, the employee and their supervisor should review the employee's job description to ensure the employee's goals and professional development plans are in alignment with the job description.

If there is a change in the employee's goals and professional development plan after the prior year's performance evaluation meeting, the revised goals and professional development plan must be documented.

Step 2 – PREPARE DIAGNOSIS AND RECOMMENDATIONS (as needed)

If at any time, including at the interim evaluation meeting (see step 3), a supervisor finds that an employee needs major improvement in their job performance or in accomplishing any goal, the supervisor will prepare a written diagnosis of the situation and make recommendations for improvement.

The supervisor must share their written feedback with the employee within a reasonable amount of time, and thereafter should meet at least monthly with the employee to discuss their job performance. These meetings must be held until the employee's job performance meets the supervisor's expectations. If the employee's job performance does not improve sufficiently, the employee may be separated from employment.

Step 3 – COMPLETE STAFF OBSERVATIONS AND DATA CHECKS (September-May)

As outlined in the ABA specialist evaluation, at least 5 (five) observations must be completed prior to the final performance evaluation in May. These observations must include direct observation of the ABA specialist performing essential job functions and working with students. The observations may or may not be announced and can occur at any time throughout the year. Following each observation session, the program director for ABA will provide written and vocal feedback to the ABA specialist outlining the strengths and areas of growth seen during the observation.

As part of each observation, data checks and programming analyses will be conducted. These data checks will assess the

performance with programming and data entry for some portion of the time between observations.

Step 4 – HOLD INTERIM EVALUATION MEETING (February-March).

ABA specialists will submit a formative self-assessment no later than February 10. This self-assessment will include the ABA specialist's assessment of their work performance and feedback from previous observations to be incorporated into the interim evaluation.

Supervisors will hold an interim evaluation meeting with each of their ABA specialists **no later than March 1**. During this meeting, the supervisor must give oral feedback on (1) the employee's progress in achieving their goals, and (2) the employee's overall job performance, especially with reference to the employee's job description and customer focus. In addition, a written interim evaluation will be provided in a timely manner after the interim evaluation meeting.

Step 5 – COMPLETE PERFORMANCE EVALUATION FORMS (May).

The supervisor will prepare a performance evaluation on each ABA specialist each school year by filling out the Performance Evaluation Form – ABA Specialists attached at the end of this circular.

Step 6 – CONDUCT PERFORMANCE EVALUATION MEETING (June)

The supervisor will meet with the employee to discuss their performance evaluation. The meeting will cover the employee's job performance, their progress toward their annual goals, and their overall performance.

During this meeting, based on the employee's performance evaluation, the supervisor and employee should establish the employee's goals for the coming school year. These goals should be tentative if the department's (and team's) goals have not been set. Similarly, the supervisor and employee should also discuss the employee's professional development plan for the coming school year, with particular reference to the areas of growth or challenge identified in the performance evaluation.

Step 7 – EMPLOYEE ACKNOWLEDGEMENT AND RESPONSE

The employee's signature on the evaluation instrument acknowledges receipt, and not necessarily agreement with the content of the evaluation. The employee may provide a written response to the evaluation within 10 (ten) days of receiving the performance evaluation form.

Step 8 – SUBMIT PERFORMANCE EVALUATION FORMS TO HUMAN RESOURCES (June)

The supervisor will submit completed performance evaluation forms to Human Resources **no later than June 1**. Step increases are automatic.

Step 9 – FOLLOW UP FOR AN EMPLOYEE WHO RECEIVES AN “UNSATISFACTORY” RATING

If an ABA specialist receives an “Unsatisfactory” rating on their performance evaluation, the supervisor should meet with the employee at least monthly to discuss their job performance. These meetings must be held until the employee’s job performance meets the supervisor’s expectations. If the employee’s job performance does not improve sufficiently, the employee may be separated from employment.

VII. PROCEDURES FOR DISCIPLINE

If a supervisor determines that an ABA specialist has committed an infraction of work rules, the supervisor should follow the procedures outlined in Superintendent’s Circular – Employee Discipline Procedures (see footnote below)¹. Additionally, the supervisor may consider the infraction in evaluating the employee’s overall performance.

VIII. FORMS

The Performance Evaluation Form – ABA Specialists is attached.

(Footnote) Refer to Superintendent’s Circular HRS-PP10 “Employee Discipline Procedures” under the category “Human Resources” on the [Superintendent’s Circulars page](#) of the BPS website for more information.

IX. SUMMARY OF SIGNIFICANT DATES AND DEADLINES

STEP INCREASES ARE AUTOMATIC. Please adhere to the given deadlines for submission.

Date	Activity
September 1 - October 15	Finalize goals and professional development plan for the coming year
Monthly, as needed and outlined in a performance improvement plan	Prepare diagnosis and recommendations
No later than February 10	Request self-assessment
February 1 - March 1	Hold Formative Evaluation meeting
No later than May 31	Complete Performance Evaluation forms
No later than May 31	Conduct Summative Performance Evaluation meeting
No later than June 1	Submit Performance Evaluation forms to Human Resources
Monthly, as needed and outlined in a performance improvement plan	Follow up for an employee who receives an "Unsatisfactory" rating

For more information about this circular, contact:

Owner:	Assistant Director for Applied Behavior Analysis
Department:	Office of Human Resources
Mailing Address:	2300 Washington Street, Boston, MA 02119
Phone:	617-635-8599
Email:	ohc@bostonpublicschools.org

Mary Skipper, Superintendent

BOSTON PUBLIC SCHOOLS
PERFORMANCE EVALUATION FORM
ABA SPECIALISTS

Name of Employee: _____

Employee Identification #: _____

Department: ABA

School: _____

Position: ABA specialist

Evaluator: _____

SECTION I: JOB PERFORMANCE

Please rate the employee's performance according to the following competencies, as measured by documented opportunities. **A documented opportunity will consist of written feedback from a program director as a result of a direct observation or data analysis from work products. Documented opportunities will include no fewer than 5 measured opportunities for each subcategory listed below.**

Each objective was rated in one of four categories:

1	Unsatisfactory	Employee meets the objective for 65% or less of documented opportunities.
----------	-----------------------	---

2	Needs Improvement	Employee meets the objective for 66% to 75% of documented opportunities.
3	Proficient	Employee meets the objective for 76 to 85% of documented opportunities.
4	Exemplary	Employee meets the objective for 86% or greater of documented opportunities.

*The numbers listed above will be what is indicated in the rating box for each area in the evaluation below.

A. Data Collection

A-1: Accurately conducts and implements all required assessments, including preference assessments, Skills Assessments, and Core Skills Assessments.	Self Rating
	Supervisor Rating

A-2: Accurately updates targets as needed, and proactively implements any programmatic changes given by the program director or strand specialist.	Self Rating
	Supervisor Rating

A-3: Accurately takes programmatic data (both behavior and acquisition) in a timely manner.
--

Self	Sup		
		Unsatisfactory	Runs less than 24 ACE sessions per week across all programs and students per week across 5 or more measured opportunities for the year.
		Needs Improvement	Runs between 25 and 49 ACE sessions per week across all programs and students per week across 5 or more measured opportunities for the year.
		Proficient	Runs between 50 and 74 sessions per week across all ACE programs and students across 5 or more measured opportunities for the year.
		Exemplary	Runs at least 75 sessions per week across all ACE programs and students across 5 or more measured opportunities for the year.

A-4: Follows prompting hierarchies and error correction procedures as prescribed by ACE and/or Program Director.	Self Rating
	Supervisor Rating

A-5: Ensures that challenging behavior data collection sheets are updated as necessary, and that challenging behavior data collection sheets are filed in the correct place.	Self Rating
	Supervisor Rating

A-6: Identifies when there is a problem with data/data collection, and appropriately brings to the attention of the Program Director.	Self Rating
	Supervisor Rating

Overall Comments on Data Collection:

B. Behavior Support

B-1: Develops, maintains, and shares any necessary materials to follow through with behavior plans (token boards, timers, visuals, etc.) as written.	Self Rating
	Supervisor Rating

B-2: Follows each Behavior Support Plan as written for student, including effective antecedent strategies, reinforcement procedures, following crisis procedures, and seeking help when needed.	Self Rating
	Supervisor Rating

B-3: Responds to any behaviors not outlined in the behavior support plan using standard ABA techniques.	Self Rating
	Supervisor Rating

Overall Comments on Behavior Support:

C. Professionalism

<p>C-1: Participates in feedback sessions and accepts feedback given by Program Director. Engages in consultation with Program Director and/or Strand Specialist. Communicates with the Strand Specialist, Program Director, and other school-based staff, including keeping student schedules up to date, sharing with all necessary parties, and following the set schedule. Is flexible when caseloads or school assignment requires change, due to caseload demands or due to specific needs of a student or students. If there is a concern regarding caseload and/or programmatic changes, professionally communicates the concern to the Program Director.</p> <p>*This language does not constitute expansion of caseloads beyond the contract limits</p>	Self Rating
	Supervisor Rating

<p>C-2: Follows Office of Special Education administrative procedures, such as signing in/out, requesting absences (sick or personal days) on ESS in a timely manner, using planning time effectively, following cell phone use policy, and arriving to work/meetings on time.</p>	Self Rating
	Supervisor Rating

C-3: Consistently exudes a professional disposition towards Special Education, Applied Behavior Analysis, students, and families, as well as other school personnel; and maintains student confidentiality.	Self Rating
	Supervisor Rating

C-4: Demonstrates fluent use of technology necessary to complete job requirements, such as Google Drive, EdPlan, ACE, Teach Now, etc. Ensures that all appropriate technology is up to date.	Self Rating
	Supervisor Rating

C-5: Engages in and attends all professional development activities as scheduled, including all that were described in the prior year's professional development plan.	Self Rating
	Supervisor Rating

Overall Comments on Professionalism:

D. Direct Service

D-1: Ensures that tasks are prepared and ready for instruction on time and efficiently. Demonstrates fluency with materials necessary to conduct direct service sessions, such as token boards, first/then boards, etc.	Self Rating
	Supervisor Rating
D-2: Activates appropriate programs as outlined in the IEP within 2 weeks of notification of a signed IEP, and implements all programs as written on the curriculum sheet across multiple settings including inclusion, specials, lunch/recess, etc.	Self Rating
	Supervisor Rating
D-3: Establishes attending and reinforcers before beginning the session. Prompts functional communication as necessary. Completes the prescribed number of trials for each program according to the prescription sheet. Keeps student break time to a reasonable duration.	Self Rating
	Supervisor Rating

D-4: Ensures that the student is clear on how and when reinforcement is delivered, and delivers reinforcement on prescribed schedules.	Self Rating
	Supervisor Rating

D-5: Builds rapport with the students and is always engaging and energetic when working with students.	Self Rating
	Supervisor Rating

Overall Comments on Direct Service:

E. Communication/Written Skills

E-1: Completes progress reports and annual reviews at least 1 week before the due date, by referencing the ABA specialist Task Due Google Calendar when applicable and using planning time effectively. Ensures that each document is complete with proper spelling, grammar, and data, following the most recent format provided by the program directors.	Self Rating
	Supervisor Rating
E-2: Completes EdPlan session notes within 24 hours of each session and takes no more than 10 minutes per 60-minute session to do so.	Self Rating
	Supervisor Rating
E-3: Ensures that written communications are clear, concise, and free of error, utilizing appropriate professional language.	Self Rating
	Supervisor Rating

E-4: Communicates questions and concerns in a professional manner with teachers, ABA specialists, strand specialists, program directors, and paraprofessionals, as demonstrated by initiation and response to emails within 48 hours.	Self Rating
	Supervisor Rating

E-5: Responds to emails within 2 working days and completes RMTS (Random Moment Time Study) moments within the 48 hour timeline as required by state agencies.	Self Rating
	Supervisor Rating

Overall Comments on Communication/Written Skills:

SECTION II: PERFORMANCE AGAINST PAST YEAR'S GOALS

Provide a concise description of each of the employee's goals for the past year. Mark whether the employee achieved the goal. Provide specific data supporting your assessment that the goal was or was not achieved.

Goal 1: <ENTER GOAL>

To what extent did the employee achieve this goal?

☐ Met

☐ Did not meet

Description of results and comments:

Goal 2: <ENTER GOAL>

To what extent did the employee achieve this goal?

☐ Met

☐ Did not meet

Description of results and comments:

Goal 3: <ENTER GOAL>

To what extent did the employee achieve this goal?

☐ Met

☐ Did not meet

Description of results and comments:

SECTION III: GOALS FOR NEXT YEAR

Please list the employee's goals for next year. Goals are to be set by supervisor and agreed to by employee. These goals should align with the department's goals and priorities and include key performance indicators.

Goal 1:

Goal 2:

Goal 3:

SECTION IV: OVERALL PERFORMANCE

Please rate the employee's overall performance this year. If the employee receives a "Does Not Meet Expectations" rating, their supervisor must provide a **diagnosis and recommendations** for how the employee must improve their performance in the following Additional Comments section. The supervisor may also use this section to provide other additional comments on the employee's performance.

- ☐ Unsatisfactory
- ☐ Proficient
- ☐ Needs Improvement
- ☐ Exemplary

Comments:

SECTION V: PROFESSIONAL DEVELOPMENT PLAN

Describe the employee's Professional Development Plan for the coming year. This plan should help the employee build skills and/or knowledge to accomplish their goals for the year. Please describe the specific areas that the employee is trying to develop, and the related activities that they will take part in this year.

1. Skill/Knowledge Development Area 1:

Related activities to help develop skill:

2. Skill/Knowledge Development Area 2:

Related activities to help develop skill:

3. Skill/Knowledge Development Area 3:

Related activities to help develop skill:

SECTION VI: ACKNOWLEDGEMENTS

Evaluator's Signature

Date

Employee's Signature

Date

The employee's signature indicates that they have seen the evaluation and acknowledge that it will be placed in their personnel file, but it does not denote agreement with the evaluation.

The employee may provide a written response to the evaluation in the space provided below, and/or in attached pages.

Employee Comments: