

# Puyallup School District Education Support Professional (ESP) Evaluation Rubric

This evaluation system was created in collaboration with the Puyallup School District and the Puyallup Education Support Professionals Association. The intent behind the development of these rubrics is to provide ESPs with specific feedback on their work, to acknowledge exemplary performance, and to help the ESP and evaluator formulate next steps to further the ESP's professional practice.

## Directions for evaluators:

- All ESPs must be evaluated on the 8 criteria each year, as specified in the PESPA collective bargaining agreement.
- Additionally, ESPs who work in a specialty role (LPN, Interpreter/Tutor, Science Technician, Technology and Library ESP, Career and Technical Education ESP) must also be evaluated using the appropriate addendum.
- If any criterion is scored Unsatisfactory or Basic, a comment must be included that indicates the rationale for the score and recommendations for improvement.
- If a criterion is scored Proficient or Distinguished, a comment is optional.
- The Overall Rating takes into account the Total Score (8 criteria) and the Addendum Score if applicable. If the Total Score and Addendum Score aren't aligned, the evaluator will base the Overall Rating on the preponderance of evidence and will address the score in "Additional Comments".

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>1. Communication</b></p> <ul style="list-style-type: none"> <li>• <i>Communicates effectively with adults and children orally, in writing, and nonverbally</i></li> <li>• <i>Seeks assistance when necessary</i></li> <li>• <i>Understands and follows oral and written directions</i></li> <li>• <i>Solves problems effectively and collaboratively</i></li> <li>• <i>Resolves conflict at the lowest level possible</i></li> <li>• <i>Communicates appropriately with families following teacher or administrator directions</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Is dishonest in communication</li> <li>○ Frequently speaks in an angry, or dismissive tone to adults and children</li> <li>○ Makes frequent spelling and grammar mistakes in written communication</li> <li>○ Demonstrates difficulty and/or refusal in following oral and written directions</li> <li>○ When conflict arises, attempts to address it in front of other adults and/or students instead of privately and respectfully</li> <li>○ Does not seek clarity or assistance when needed</li> <li>○ Communication with families is negative</li> <li>○ Gives families specific information regarding other students</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes speaks honestly, openly, and professionally but occasionally provides inaccurate or limited information</li> <li>○ Usually uses a friendly and courteous tone, but sometimes demonstrates impatience</li> <li>○ Does not always demonstrate professionalism when disagreeing with others</li> <li>○ Written communication sometimes includes misspellings and grammatical errors</li> <li>○ Usually follows oral and written directions</li> <li>○ Demonstrates reluctance in asking for clarification when needed</li> <li>○ Sometimes avoids addressing issues to avoid conflict</li> <li>○ Usually redirects families to speak with teacher for specific information</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently speaks honestly, openly, and professionally using a friendly and courteous tone</li> <li>○ Uses correct spelling and grammar in written communications</li> <li>○ Correctly follows oral and written directions, seeking clarification when needed</li> <li>○ When conflict arises, seeks to resolve issues directly with the person involved and in a private setting</li> <li>○ If conflict is not resolved, seeks assistance from supervising teacher and/or administrator</li> <li>○ Consistently maintains positive and welcoming communication with families</li> <li>○ Redirects families to speak with teacher for specific information</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Mentors peers in planning for challenging conversations</li> <li>○ Assists with editing written communication, and makes suggestions to increase clarity of oral and written communication</li> <li>○ De-escalates student or adult behavior using clear and calm verbal and nonverbal communication</li> <li>○ Serves on committee or work group gathered to improve quality communication and processes</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>2. Cultural Competence</b></p> <ul style="list-style-type: none"> <li>• <i>Accepts diversity as the norm and part of working effectively with all students and adults</i></li> <li>• <i>Understands the value of diversity in a learning environment</i></li> <li>• <i>Welcoming and inclusive of all students and families, and family structures and dynamics</i></li> <li>• <i>Understands culturally responsive practices and is open to learning new practices</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not express that diversity is welcome and enriches the school environment</li> <li>○ Uses language that is offensive or dismissive to different cultures, even after receiving correction</li> <li>○ Does not use culturally responsive practices, even with additional training and modeling</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes modifies behavior when a potential bias is identified</li> <li>○ Makes most children and adults feel welcome at school</li> <li>○ Acknowledges students' diverse cultures, interests and strengths</li> <li>○ Responds to modeling of culturally responsive practices by a colleague</li> </ul>	<ul style="list-style-type: none"> <li>○ Seeks to make all children and adults feel welcome at school</li> <li>○ Seeks to modify behavior when a potential bias is identified</li> <li>○ Honors students' diverse cultures, interests, and strengths</li> <li>○ Expresses belief that diverse culture, language, gender, ability, etc. enriches the school environment</li> <li>○ Seeks to expand repertoire of culturally responsive practices by attending professional learning and/or responding to modeling by a colleague</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Mentors peers in developing their cultural competence</li> <li>○ Expands knowledge of different cultures in the community</li> <li>○ Leads equity conversations and learning opportunities with colleagues and students</li> <li>○ Speaks a language other than English or attempts to learn words and phrases in other languages in order to better communicate with students and families</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>3. Professionalism &amp; Ethical Practices</b></p> <ul style="list-style-type: none"> <li>• <i>Maintains confidentiality</i></li> <li>• <i>Understands mandatory reporting responsibilities</i></li> <li>• <i>Participates in training and meetings as appropriate</i></li> <li>• <i>Maintains appropriate certification and training</i></li> <li>• <i>Receives constructive feedback from supervisors</i></li> <li>• <i>Demonstrates acceptable attendance habits</i></li> <li>• <i>Dresses appropriately for the work environment</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Discusses student-specific information with adults in and outside of the school setting</li> <li>○ Does not promptly report potential harm to a child</li> <li>○ Does not maintain required certification</li> <li>○ Responds negatively to feedback from supervising teacher / principal</li> <li>○ Clothing is inappropriate for the work setting / classroom</li> <li>○ Reports or uses leave incorrectly, even after direction from supervisor</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes shares student-specific information with adults who don't work with that child</li> <li>○ Attends required trainings and meetings</li> <li>○ Sometimes lets required certification lapse before renewing (i.e. Right Response)</li> <li>○ Responds inconsistently to feedback from supervising teacher / principal</li> <li>○ Sometimes arrives to work late or unprepared</li> <li>○ Usually dresses appropriately for the work setting / classroom</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently demonstrates an understanding of confidentiality with relevant school personnel</li> <li>○ Demonstrates an understanding of the responsibility to promptly report potential harm to a child (reports to CPS, school counselor, principal, etc.)</li> <li>○ Participates in all required training and meetings by arriving on time and engaging in the work</li> <li>○ Consistently maintains necessary current certification (i.e. Right Response, FCS, General Certificate)</li> <li>○ Seeks and implements feedback from supervising teacher/principal to improve performance</li> <li>○ Consistently arrives to work station on time and ready to begin</li> <li>○ Reports and uses leave correctly</li> <li>○ Consistently dresses appropriately for the work setting / classroom</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Leads meetings and trainings in areas of expertise</li> <li>○ Seeks extended certification (i.e. Advanced ESP Certification, Special Ed certificate, ELL certificate)</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>4. Collaboration</b></p> <ul style="list-style-type: none"> <li>• <i>Participates in professional, constructive conversations</i></li> <li>• <i>Supports group agreements</i></li> <li>• <i>Shares ideas/expertise</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistently attends and participates in team collaboration activities during the workday</li> <li>○ Undermines the implementation of plans created by collaborative team</li> <li>○ ESP's relationships with team members are negative or self-serving</li> </ul>	<ul style="list-style-type: none"> <li>○ Attends team collaboration activities during the workday but doesn't consistently contribute</li> <li>○ Attempts to implement plans created by collaborative team</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently participates in team collaboration activities held within the workday by <u>listening</u> and <u>contributing</u></li> <li>○ Actively supports group norms and agreements</li> <li>○ Handles differences of opinion with respect</li> <li>○ Implements (with fidelity) plans created by collaborative team</li> <li>○ Shares expertise and experiences with team members</li> <li>○ ESP is consistently a positive and active member of a collaborative team</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Leads collaborative teams</li> <li>○ Demonstrates mutual support and cooperation with team members</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>5. Delivering &amp; Supporting Instruction</b></p> <ul style="list-style-type: none"> <li>• <i>Understands and delivers appropriate instruction to students</i></li> <li>• <i>Uses instructional strategies to meet the needs of students</i></li> <li>• <i>Supports student assessments</i></li> <li>• <i>Effectively implements instructional plans</i></li> <li>• <i>Supports instruction in ESP's specific role or assignment</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not implement safety plans, accommodations, and modifications (when provided)</li> <li>○ Regularly uses the same few instructional strategies with students</li> <li>○ If assigned to proctor, does not follow assessment proctoring protocols</li> <li>○ Does not communicate lesson purpose or success criteria to students</li> <li>○ Provides inconsistent and/or negative feedback to students</li> <li>○ Does not communicate student progress to teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes implements safety plans, accommodations, and modifications (when provided)</li> <li>○ Uses basic instructional strategies to meet student learning needs</li> <li>○ If assigned to proctor, usually follows assessment proctoring protocols</li> <li>○ Sometimes communicates the purpose of the lesson and success criteria</li> <li>○ Provides inconsistent and/or general feedback to students</li> <li>○ Communication regarding student progress is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>○ Implements appropriate safety plans, accommodations, and modifications to provide educational access to all students (when provided)</li> <li>○ Uses a variety of instructional strategies to differentiate and meet individual student learning needs</li> <li>○ If assigned to proctor, consistently follows assessment proctoring protocols</li> <li>○ Clearly communicates the purpose of the lesson and success criteria</li> <li>○ Provides regular and specific feedback to students</li> <li>○ Accurately communicates student progress to appropriate teacher(s)</li> <li>○ Seeks to expand professional knowledge and skills</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Leads instructional professional development for team members</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>6. Student Management &amp; Relationships</b></p> <ul style="list-style-type: none"> <li>• <i>Maintains safety</i></li> <li>• <i>Interacts appropriately with students</i></li> <li>• <i>Supports schoolwide positive behavior systems</i></li> <li>• <i>Supports individual positive behavior plans</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not follow schoolwide safety plans (when provided)</li> <li>○ Does not appropriately use recommended de-escalation techniques with students even after receiving training</li> <li>○ Does not adhere to student-specific safety plans</li> <li>○ Interactions with students are mostly negative</li> <li>○ Does not reinforce schoolwide behavior systems</li> <li>○ Does not implement student-specific behavior plans (when provided)</li> <li>○ Does not maintain appropriate professional boundaries with students.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows some specific schoolwide safety plans (when provided)</li> <li>○ Sometimes implements de-escalation techniques with students after receiving training</li> <li>○ Partially or inconsistently implements student-specific safety plans</li> <li>○ Interactions with students are mostly positive, but some comments have a negative or sharp tone</li> <li>○ Verbal corrections and redirections are sometimes done publicly</li> <li>○ Sometimes reinforces schoolwide positive behavior systems</li> <li>○ Implements student-specific behavior plans inconsistently (when provided)</li> <li>○ Maintains appropriate professional boundaries with students after expectations are clarified.</li> </ul>	<ul style="list-style-type: none"> <li>○ Knows and follows all schoolwide safety plans (when provided)</li> <li>○ Consistently and appropriately uses de-escalation techniques with students</li> <li>○ Understands and implements student-specific safety plans</li> <li>○ Interactions with students are primarily positive</li> <li>○ Student verbal corrections are done respectfully and privately</li> <li>○ Redirections are provided using a calm tone of voice</li> <li>○ Consistently reinforces all schoolwide positive behavior systems in interactions with students</li> <li>○ Consistently implements behavior plans that have been developed for individual students (when provided)</li> <li>○ Maintains appropriate professional boundaries with students, including outside of school hours and via technology</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Serves on school intervention, PBIS, and/or safety teams</li> </ul>

Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>7. Quality of Work</b></p> <ul style="list-style-type: none"> <li>• <i>Maintains high standards for work completion</i></li> <li>• <i>Accesses appropriate resources, including technology</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Makes frequent errors, resulting in student confusion or misunderstanding</li> <li>○ Is unaware of and/or does not access building resources to support students</li> <li>○ Fails to meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes makes errors or doesn't correct errors prior to submitting work</li> <li>○ Sometimes fails to meet deadlines</li> <li>○ Work is mostly accurate</li> <li>○ Accesses some building resources to support students</li> </ul>	<ul style="list-style-type: none"> <li>○ Makes few errors, or corrects errors prior to submitting work</li> <li>○ Completes projects on time</li> <li>○ Produces accurate work</li> <li>○ Accesses necessary building and district resources to support students</li> <li>○ Completes tasks with little additional supervision or redirections</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Supports students in their access of outside resources in collaboration with appropriate administrator and/or supervising teacher</li> <li>○ Completes projects on time or early</li> </ul>



Criterion	Unsatisfactory	Basic	Proficient	Distinguished
<p><b>8. Leadership</b></p> <ul style="list-style-type: none"> <li>• <i>Supports administrative decisions</i></li> <li>• <i>Engages in the improvement of the profession</i></li> <li>• <i>Supports school and district projects</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not attend required professional learning or school events</li> <li>○ Undermines schoolwide initiatives</li> <li>○ Undermines or refuses to adhere to administrative decisions</li> </ul>	<ul style="list-style-type: none"> <li>○ Attends only required professional learning</li> <li>○ Sometimes supports building initiatives, but occasionally implements strategies outside of schoolwide norms</li> </ul>	<ul style="list-style-type: none"> <li>○ Models school and district procedures and expectations</li> <li>○ Actively supports building initiatives (i.e. PBIS, RTI)</li> <li>○ Seeks out professional learning opportunities to extend professional skills</li> <li>○ Attends school or district events within the school day</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a role model for peers</li> <li>○ Seeks additional certification</li> <li>○ Mentors peers</li> <li>○ Serves as a leader in professional organizations</li> <li>○ Motivates others to achieve at high levels</li> <li>○ Is seen as a “go-to” person in his/her school</li> <li>○ Leads professional development for team members</li> </ul>

# Technology and Library ESP

Job-specific skills	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>• <i>Manages library and technology assets</i></li> <li>• <i>Maintains security of specialized passwords and accounts</i></li> <li>• <i>Troubleshoots emergent technology issues</i></li> <li>• <i>Maintains knowledge of current technology</i></li> <li>• <i>Provides customer service to students, families, and staff</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently fails to ensure library and technology assets are secured and stored in their proper locations.</li> <li>○ Does not follow up to ensure all assets are correctly assigned in Destiny.</li> <li>○ Does not follow all procedures and/or does not ensure technology assets are deployed per district policy.</li> <li>○ Does not participate in the management, deployment or collection of student and staff assets.</li> <li>○ Fails to ensure the confidentiality of any, and all, specialized passwords and accounts.</li> <li>○ Does not attempt to troubleshoot or resolve issues that arise.</li> <li>○ Demonstrates limited knowledge of our district's approved technology platforms.</li> <li>○ Not helpful, loses composure often, does not communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensures all library and technology assets are secured and stored in their proper location as designated by EdTec.</li> <li>○ Ensures all procedures are followed and assets are deployed per district policy.</li> <li>○ Ensures that nearly all assets are correctly assigned in Destiny.</li> <li>○ Requires supervision to manage the deployment and collections of students and staff assets.</li> <li>○ Ensures complete confidentiality of all specialized passwords and accounts.</li> <li>○ Follows basic troubleshooting guides to resolve issues.</li> <li>○ Demonstrates general knowledge of our district's approved technology platforms.</li> <li>○ Minimally helpful, at times loses composure, minimal communication</li> </ul>	<ul style="list-style-type: none"> <li>○ Ensures that all assets are correctly assigned in Destiny.</li> <li>○ Manages the deployment and collections of student and staff devices with little or no supervision.</li> <li>○ Identifies security weaknesses and takes steps to resolve them.</li> <li>○ Follows basic processes and takes initiative to resolve issues that are not covered in the troubleshooting guide.</li> <li>○ Demonstrates knowledge of, and the ability to, guide students and staff in the use of current approved technology and platforms.</li> <li>○ Approachable, helpful, knowledgeable, empathetic, maintains composure in all circumstances, communicates effectively</li> </ul>	<p><b>Is Proficient and:</b></p> <ul style="list-style-type: none"> <li>○ Collaborates to build systems for deployment and retrieval of assets.</li> <li>○ Is proactive in ensuring that classroom technology materials and needs are met.</li> <li>○ Audits classroom and library assets to ensure Destiny database is accurate</li> <li>○ Leads deployment and collections of student and staff assets.</li> <li>○ Facilitates and educates students and staff on security policies and procedures.</li> <li>○ Resolves issues and shares to the collaborative database.</li> <li>○ Takes the lead in ensuring colleagues have the necessary information for their role.</li> <li>○ Facilitates meetings and trains students and staff on our district's approved technology platforms.</li> <li>○ Goes above and beyond to be helpful, is proactive in communication</li> </ul>

# Licensed Practical Nurse (LPN)

Job-specific skills	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>• <i>Specialized communication</i></li> <li>• <i>Management of site-specific health needs (diabetes, seizures, life-threatening allergies, medication, asthma, etc.)</i></li> <li>• <i>Emergency/medical crisis management</i></li> <li>• <i>Provides continuity of care with the guidance of the RN</i></li> <li>• <i>Ongoing collaboration with health team</i></li> <li>• <i>Maintains sound nursing judgement</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Does not maintain professional composure in a medical emergency</li> <li>○ Does not consistently follow student-specific health plans</li> <li>○ Does not adapt to changing guidance and/or responds negatively</li> </ul>	<ul style="list-style-type: none"> <li>○ Supports the team responding to a medical emergency but does not maintain a leadership role</li> <li>○ Identifies when to call 911, but inconsistently provides adequate information to responders</li> <li>○ Sometimes conveys needed information but needs reminders to do so</li> <li>○ Inconsistently responds and adapts to changing guidance</li> </ul>	<ul style="list-style-type: none"> <li>○ Leads team and assigns roles in a medical emergency</li> <li>○ Communicates appropriately with emergency personnel</li> <li>○ Communicates appropriately based on the age, role, urgency of the situation (i.e. students, EMS, office staff, families)</li> <li>○ Consistently follows student-specific health plans in accordance with established policies and procedures</li> <li>○ Determines needs and knows when to seek out support or guidance</li> <li>○ Participates in professional learning to maintain/expand skill set</li> <li>○ Responds and adapts to changing guidance</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Serves as a mentor to new LPNs, health assistant, and office staff</li> <li>○ Responds constructively to feedback after an event</li> <li>○ Reflects on practice and demonstrates professional growth in response</li> <li>○ Easily adapts to change in assignment</li> <li>○ Demonstrates independent and sound professional judgement in adapting to changing guidance in accordance with established policies and procedures</li> <li>○ Demonstrate a commitment to lifelong learning</li> </ul>

# Science Technician

Job-specific skills	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>• <i>Demonstrates knowledge and use of safety systems and equipment in the secondary science classroom.</i></li> <li>• <i>Seeks to increase knowledge and skills specific to the science program.</i></li> <li>• <i>Uses appropriate disposal and handling protocols of chemicals to ensure student and staff safety</i></li> <li>• <i>Maintains classroom equipment and inventory for the purpose of assuring availability of items for classroom instruction (i.e. orders chemicals and lab supplies)</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent use of procedures impacting student safety</li> <li>○ Does not demonstrate knowledge of equipment</li> <li>○ Does not participate in classroom activities to gain knowledge and skills of equipment use or safety procedures</li> <li>○ Communication with science teaching staff is inconsistent and work is done in isolation, hindering student learning</li> <li>○ Does not properly handle and dispose of chemicals.</li> </ul>	<ul style="list-style-type: none"> <li>○ Sometimes demonstrates appropriate use of equipment and maintenance routines</li> <li>○ Demonstrates limited knowledge and skills specific to the science program</li> <li>○ Usually maintains sufficient inventory for daily classroom instruction.</li> <li>○ Inconsistently communicates and sometimes collaborates with science teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently demonstrates appropriate use of equipment and safety protocols</li> <li>○ Continually increases knowledge and skills specific to the science program</li> <li>○ Consistently maintains sufficient inventory for daily classroom instruction.</li> <li>○ Consistently and properly handles and disposes of chemicals.</li> <li>○ Consistently communicates and collaborates with science teaching staff</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Students demonstrate knowledge and use of safety systems and equipment with minimal direction from the science technician</li> <li>○ Problem-solves use of equipment and alternative instructional tools in the science lab in partnership with science teacher(s)</li> <li>○ Consistently communicates and collaborates with science teaching staff in order to facilitate student ownership</li> <li>○ Continually shares knowledge and skills specific to the science program with other colleagues in the district</li> </ul>

## Career and Technical Education (CTE) ESP

Job-specific skills	Unsatisfactory	Basic	Proficient	Distinguished
<ul style="list-style-type: none"> <li>• <b><i>Demonstrates knowledge and use of safety systems, machines, and equipment in the CTE classroom.</i></b></li> <li>• <b><i>Seeks to increase knowledge and skills specific to the CTE program.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>○ Inconsistent use of safety procedures</li> <li>○ Does not demonstrate knowledge of equipment and machines</li> <li>○ Does not participate in classroom activities to gain knowledge and skills of machine use or safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses established safety procedures most of the time</li> <li>○ Knowledgeable about most of the equipment and machines</li> <li>○ Participates in classroom activities most of the time to gain knowledge of machine use, skills, and safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistent use of established safety procedures</li> <li>○ Demonstrates appropriate use of equipment</li> <li>○ Seeks outside resources to enhance knowledge of machines and skills.</li> </ul>	<p><b><u>Is Proficient and:</u></b></p> <ul style="list-style-type: none"> <li>○ Demonstrates established safety procedures to students</li> <li>○ Demonstrates appropriate use of equipment to students</li> <li>○ Problem-solves uses of machines and computer systems in the CTE program</li> <li>○ Participates in CTE conferences and other professional learning opportunities to deepen knowledge of machines and techniques specific to the CTE program.</li> </ul>

# Interpreter / Tutor ESP

Job-Specific Skills	Unsatisfactory	Basic	Proficient	Distinguished
<p><b><i>1. Knowledge regarding impact of hearing loss on learning and academic achievement</i></b></p>	<p>Interpreter/tutor lacks understanding of language delays in development of receptive and expressive communication skills. Interpreter/tutor lacks ability to break down language to match the needs of the students and does not make necessary modifications and accommodations.</p>	<p>Interpreter/tutor demonstrates basic knowledge of language delays in development of receptive and expressive communication skills. Interpreter/tutor can break down language in some situations to match the student needs.</p>	<p>Interpreter/tutor demonstrates adequate knowledge of language delays in development of receptive and expressive communication skills. Conceptual knowledge of how language deficit causes learning challenges with all areas of academic achievement, especially in reading, written language, and mathematical skills.</p>	<p>Interpreter/tutor is highly aware of language delays in development of receptive and expressive communication skills. Metacognitive knowledge of how language deficit causes learning challenges with all areas of academic achievement, especially in reading, written language, and mathematical skills.  Interpreter/tutor uses a wide variety of strategies to break down language to match the student needs and will make necessary modifications and accommodations.</p>

<p><b>2. Sign Language Fluency consists of the areas below:</b></p> <p><b>(2a) Sign production</b>  <b>(2b) Vocabulary</b>  <b>(2c) Grammar</b>  <b>(2d) Use of Space</b>  <b>(2e) Affect</b>  <b>(2f) Pacing and Process time</b>  <b>(2g) Fingerspelling</b></p>	<p><b>Sign Production:</b>  Interpreter/tutor's structural and or conceptual clarity of signs is lacking.</p> <p><b>Vocabulary:</b>  Limited vocabulary rendering the source text irretrievable.</p> <p><b>Grammar:</b>  Limited range of grammatical structures: incomplete sentences that obscure meaning; Omission and intrusions are frequent.</p> <p><b>Use of Space:</b>  Establishment and use of referents are not clear and rendered message is not retrievable.</p> <p><b>Affect:</b>  Affect is largely absent or inappropriate.</p>	<p><b>Sign Production:</b>  Interpreter/tutor produces signs inaccurately, structurally and or conceptually.</p> <p><b>Vocabulary:</b>  limited range of vocabulary, source text is basically understood.</p> <p><b>Grammar:</b>  Source text rendered faithfully with occasional lapses and omissions and/or intrusions.</p> <p><b>Use of Space:</b>  Establishment and use of referents are not clear but meaning of source text retrievable.</p> <p><b>Affect:</b>  Offers fair representation of source text.</p>	<p><b>Sign Production:</b>  Interpreter/tutor produces most signs accurately, both structurally and conceptually.</p> <p><b>Vocabulary:</b>  Appropriate range of vocabulary</p> <p><b>Grammar:</b>  ASL syntax successfully conveys a wide range of grammatical structures; ability to use complete and complex sentences; minimal omissions, intrusions.</p> <p><b>Use of Space:</b>  Clear establishment and use of referents with few errors: appropriate command of spatial aspects of expansion features.</p> <p><b>Affect:</b>  Appropriately successful representations of source text affect.</p>	<p><b>Sign Production:</b> Interpreter/tutor demonstrates high level of signed accurately, both structurally and conceptually.</p> <p><b>Vocabulary:</b>  Extensive range of well-chosen vocabulary.</p> <p><b>Grammar:</b>  ASL syntax successfully conveys a wide range of grammatical structures able to use complete and complex sentences; demonstrates no notable omissions or intrusions in the message.</p> <p><b>Use of Space:</b>  Signing space is appropriate: clear establishment and use of referent, excellent use of spatial aspects of expansion features.</p> <p><b>Affect:</b>  High levels of equivalence between source text and target text.</p>
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	<p><b>Pacing and Process time</b> Production is slow and choppy: excessive pausing makes comprehension of source text difficult. Process time needs improvement.</p> <p><b>Fingerspelling:</b> Fingerspelling is awkward, difficult to read, and underutilized.</p>	<p><b>Pacing and Process time</b> Production is frequently hesitant and jerky. Process time is variable, occasionally monitoring to keep pace with the speaker.</p> <p><b>Fingerspelling:</b> Fingerspelling is sometimes difficult to read and too fast. Letter omissions are frequent.</p>	<p><b>Pacing and Process time</b> Production is overall efficient, Process time is appropriate, and the interpreter frequently monitors pace with the speaker.</p> <p><b>Fingerspelling:</b> Fingerspelling is adequately produced and clearly paced.</p>	<p><b>Pacing and Process time</b> Smooth and fluid production; few to no hesitations; pausing where appropriate. Process time is appropriate, and the interpreter consistently monitors to keeps pace with speaker.</p> <p><b>Fingerspelling:</b> Fingerspelling is clearly produced and easily read. Use of repetition for understanding and nonce for efficiency.</p>
<b>3. Discourse Structure</b>	<p>Absence of needed expansions and compressions. Absence of affect, or consistently inappropriate. No visible sentence boundaries. No use of rhetorical questions. Absence of non-manual markers.</p>	<p>Expansions and compressions are present but not effective. Affect is often inappropriate. Sentence boundaries are lacking, and if present seem dysfluent. Rhetorical questions are present but often used incorrectly. Non-manual markers are absent or incorrect when present.</p>	<p>Generally effective use of expansions and compressions. Displays appropriate affect most of the time. Mostly consistent use of sentence boundaries and Rhetorical questions. Use of non-manual markers is appropriate most of the time.</p>	<p>Consistently use appropriate expansions and compressions. Consistently displays appropriate affect. Consistent use of sentence boundaries. Appropriately uses rhetorical questions. Consistently uses appropriate non-manual markers.</p>



<p><b>4. Demonstrates knowledge of audiological equipment.</b></p>	<p>Interpreter/tutor lacks understanding of hearing assistive technology and the importance of utilizing hearing technology. Also lacks basic troubleshooting skills and communication with Teacher of the Deaf and/or Audiologist regarding hearing technology.</p>	<p>Interpreter/tutor demonstrates basic knowledge of hearing assistive technology such as personal aids, FM systems, Cochlear Implants. Understands the importance of the technology based on student need and will connect with the teacher of the Deaf and or Education Audiologist when troubleshooting is needed.</p>	<p>Interpreter/tutor demonstrates adequate knowledge of hearing assistive technology, such as personal aids, FM systems, Cochlear Implants. Demonstrates knowledge of IEP team decisions related to utilizing hearing technology. Demonstrates independent basic troubleshooting of equipment and will connect with teacher of the Deaf and/or Audiologist when troubleshooting is needed.</p>	<p>Interpreter/tutor demonstrates thorough knowledge of hearing assistive technology, such as personal aids, FM systems, Cochlear Implants. Demonstrates knowledge of IEP team decisions related to utilizing hearing technology. Demonstrates independent troubleshooting of equipment and will consistently communicate with the teacher of the Deaf and/or Educational Audiologist of any needs.</p>
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