



COLORADO SPRINGS SCHOOL DISTRICT 11
PERFORMANCE EVALUATION
EDUCATIONAL SUPPORT PROFESSIONAL INSTRUCTIONAL ASSISTANTS

Name: Click or tap here to enter text.

Evaluation Date: Click or tap to enter a date.

Employee ID# Click or tap here to enter text.

Evaluator Name: Click or tap here to enter text.

Job Title: Click or tap here to enter text.

Job Location: Click or tap here to enter text.

Evaluation Period Covered: (From): Click or tap to enter a date. **(To):** Click or tap to enter a date.

Reason for Evaluation: (Check ONE) Trial Period 30 Days 60 Days 89 days Annual Other

	Quality Standard I Employee demonstrates mastery of the position for which they are responsible.	Quality Standard II Employee supports an inclusive and respectful work environment.	Quality Standard III: Employee effectively plans and delivers services in support of the District Strategic Plan.	Quality Standard IV: Employee demonstrates professionalism through ethical conduct and leadership.
Element A	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Element B	Choose an item.	Choose an item.	Choose an item.	Choose an item.
Element C	Choose an item.		Choose an item.	Choose an item.
Element D	Choose an item.			
Element E	Choose an item.			
Total/Competency	Choose an item.	Choose an item.	Choose an item.	Choose an item.
OVERALL RATING				Choose an item.

OVERALL PERFORMANCE RATING SCALE

Ineffective-Does not meet necessary performance standards

Remediation Plan Developed YES NO

Partially Proficient-Progressing towards necessary performance

Remediation Plan Attached YES NO

Effective-Meets expected performance

Highly Effective-Exceeds expected performance

Quality Standard(s) for improvement: (Identify Ineffective and Partially Proficient Quality Standards, specific areas for growth, and available supports for needed growth.)

Areas of Strength:

Identified areas to include in Growth Plan for next School Year:

Employee's Signature _____ Date _____

Evaluator's Signature _____ Date _____

Evaluator's Job Title _____

The employee's signature above indicates that he or she has reviewed this summative evaluation in conference with the evaluator. It does not indicate agreement with the content of this evaluation.

Quality Standard I: Employee demonstrates mastery of the position for which they are responsible.

Element A: Employee participates and supports the teacher lead planning and preparation of instruction.

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> Conveying knowledge of content that is accurate and current. Accessing resources to increase knowledge of content in support of student outcomes. Understanding inclusion and the use of best practices as it relates to students in various settings and promoting student independence. Understanding the roles and responsibilities for supporting the implementation of an instructional plan. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> Conveying knowledge of content that is accurate and current. Accessing resources to increase knowledge of content in support of student outcomes. Understanding inclusion and the use of best practices as it relates to students in various settings and promoting student independence. Understanding the roles and responsibilities for supporting the implementation of an instructional plan. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> Conveying knowledge of content that is accurate and current. Accessing resources to increase knowledge of content in support of student outcomes. Understanding inclusion and the use of best practices as it relates to students in various settings and promoting student independence. Understanding the roles and responsibilities for supporting the implementation of an instructional plan. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> Helping others to grow in how they: <ul style="list-style-type: none"> Convey knowledge of content that is accurate and current. Use resources to increase knowledge of content in support of student outcomes. Understand inclusion and the use of best practices as it relates to students in various settings and promoting student independence. Understand the roles and responsibilities for supporting the implementation of an instructional plan.

Element B: Employee supports the classroom environment.

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> Ensuring that all interactions between the ESP and the students are highly respectful and reflect genuine warmth/caring toward all individuals. Supporting high levels of student engagement by demonstrating passion for content & reinforcing a culture of learning by all. Supporting the teacher and students with a seamless operation of classroom routines and procedures. Monitoring student behavior and intervening in a positive manner. Demonstrating a variety of strategies to reinforce positive student behavior. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> Ensuring that all interactions between the ESP and the students are highly respectful and reflect genuine warmth/caring toward all individuals. Supporting high levels of student engagement by demonstrating passion for content & reinforcing a culture of learning by all. Supporting the teacher and students with a seamless operation of classroom routines and procedures. Monitoring student behavior and intervening in a positive manner. Demonstrating a variety of strategies to reinforce positive student behavior. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> Ensuring that all interactions between the ESP and the students are highly respectful and reflect genuine warmth/caring toward all individuals. Supporting high levels of student engagement by demonstrating passion for content & reinforcing a culture of learning by all. Supporting the teacher and students with a seamless operation of classroom routines and procedures. Monitoring student behavior and intervening in a positive manner. Demonstrating a variety of strategies to reinforce positive student behavior. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> Modeling student interactions that are highly respectful, genuine, warm, and caring toward all individuals. Setting a standard of high level of student engagement through passion for content & helping to establish a culture of learning by all. Working as a partner with the teacher to develop classroom routines and procedures. Monitoring student behavior, intervening in a positive manner, and helping the student to reflect about making different behavior decisions in the future.

Element C: Employee supports classroom instruction.			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Providing high quality feedback to enhance student learning. • Making the purpose of the lesson clear, implementing it effectively through collaborating with the teacher to enhance the instructional plan. • Varying instructional support techniques, materials, and/or resources to best meet all student learning needs. • Using spoken and written language and vocabulary that enriches and reinforces the lesson. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Providing high quality feedback to enhance student learning. • Making the purpose of the lesson clear, implementing it effectively through collaborating with the teacher to enhance the instructional plan. • Varying instructional support techniques, materials, and/or resources to best meet all student learning needs. • Using spoken and written language and vocabulary that enriches and reinforces the lesson. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Providing high quality feedback to enhance student learning. • Making the purpose of the lesson clear, implementing it effectively through collaborating with the teacher to enhance the instructional plan. • Varying instructional support techniques, materials, and/or resources to best meet all student learning needs. • Using spoken and written language and vocabulary that enriches and reinforces the lesson. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Taking initiative to provide high quality feedback to enhance student learning. • Differentiating explanation of the purpose of a lesson and collaborating with the teacher to enhance the instructional plan • Identifying varying instructional support techniques, materials, and/or resources to best meet all student learning needs. • Modeling for others spoken and written language and vocabulary that enriches and reinforces the lesson.
Element D: Employee supports student development.			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Proactively addressing the needs of all students. • Supporting instruction that actively involves all students in a variety of ways. • Implementing strategies that promote student independence and incorporates student input into how the student is supported. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Proactively addressing the needs of all students. • Supporting instruction that actively involves all students in a variety of ways. • Implementing strategies that promote student independence and incorporates student input into how the student is supported. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Proactively addressing the needs of all students. • Supporting instruction that actively involves all students in a variety of ways. • Implementing strategies that promote student independence and incorporates student input into how the student is supported. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Taking initiative to suggest: <ul style="list-style-type: none"> ○ Systems to support the needs of all students. ○ Instructional delivery ideas that would actively involve all students. ○ Strategies that promote student independence and incorporates student input into how students are supported.
Element E: Employee collaboratively works to support the larger school setting.			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Showing initiative in support of school wide activities/events. • Willingness to actively participate in school wide activities. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Showing initiative in support of school wide activities/events. • Willingness to actively participate in school wide activities. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Showing initiative in support of school wide activities/events. • Willingness to actively participate in school wide activities. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Suggesting activities/events that work to build a culture of a larger learning community. • Participates, without prompting, in school wide activities.

Quality Standard II: Employee supports an inclusive and respectful work environment.

Element A: Employee develops and maintains relationships with individuals and groups, resulting in positive outcomes.

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> Establishing and building constructive, effective relationships. Supporting group productivity. Respecting the opinions and ideas of others. Including others in pertinent conversations and decisions. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> Building constructive, effective relationships. Supporting group productivity. Identifying and suggesting solutions in which all parties are respected and from which they can benefit. Gathering input from appropriate stakeholders. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> Constructive, effective relationships. Working to enhance group productivity by building consensus and setting a positive tone in work and actions. Demonstrating respect for opinions, priorities, ideas, and time of others. Identifying solutions in which all parties can benefit. Thinking about issues impacting others and includes them, when necessary. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> Developing and maintaining relationships. Working to enhance group productivity by building consensus and setting a positive tone in work and actions. Demonstrating respect for the opinions, priorities, ideas, and time of others. Identifying, leading, and developing solutions in which all parties benefit. Involving others impacted by decisions.

Element B: Employee expresses thoughts and ideas verbally or in writing in individual or group settings.

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> Communication. Ability to adapt communication to the audience. Responding in a timely manner. Not judging or criticizing the ideas of others. Listening to others without interrupting. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> Communication that is clear and easily understandable. Adapting communication to the audience. Responding in a timely manner. Not judging or criticizing the ideas of other. Listening to others without interrupting. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> Communication that is clear and ensures understanding. Adapting communication to the audience. Responding in a timely manner. Refraining from judgement and criticism of others' ideas. Listening for understanding of others' intended message before responding. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> Proactively communicating with clarity ensuring understanding. Dynamically adapting communication to the audience. Consistently responds in a timely manner. Encouraging others to give their points of view. Being approachable at all times. Actively listens to understand others' intended message before responding, and follows-up.

Quality Standard III: Employee effectively plans and delivers services in support of the District Strategic Plan.

Element A: Employee identifies and responds to customer needs

Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>

<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Meeting customer needs. • Responding appropriately to customers. • Responding to customers in a timely manner <i>WITH</i> accurate information. • Delivering solutions to customer problems. • Demonstrating an ability or willingness to build relationships with customers. • Ensuring customer satisfaction. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Regularly meeting customer needs. • Responding appropriately to customers. • Responding to customers in a timely manner with accurate information. • Delivering solutions to customer problems. • Building relationships with customers. • Following up with customers to ensure they are satisfied. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Meeting customers' needs. • Responding to customers in a timely manner with accurate information. • Delivering solutions to customer problems. • Building relationships with customers. • Following up with customers to ensure they are satisfied. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Anticipating customers' needs and proactively addressing them. • Consistently responding to customers in a timely manner with accurate information. • Discussing options with customers for alternative ways to meet expectations. • Building high trust relationships with customers. • Regularly following up with customers to ensure they are satisfied.
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Element B: Employee demonstrates initiative, efficiency, and productivity.

<p>Level 1</p> <p><input type="checkbox"/></p>	<p>Level 2</p> <p><input type="checkbox"/></p>	<p>Level 3 (Proficient)</p> <p><input type="checkbox"/></p>	<p>Level 4</p> <p><input type="checkbox"/></p>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Using time efficiently in order to meet work deadlines by establishing priorities appropriately. • Adjusting to changing workloads or schedules. • Developing self-direction, resourcefulness, and/or creativity in completing tasks. • Identifying solutions to unanticipated barriers to completing job responsibilities. • Independently beginning and completing job responsibilities. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Using time efficiently in order to meet work deadlines by establishing priorities appropriately. • Adjusting to changing workloads or schedules. • Developing self-direction, resourcefulness, and/or creativity in completing tasks. • Identifying solutions to unanticipated barriers to completing job responsibilities. • Independently beginning and completing job responsibilities. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Using time efficiently in order to meet work deadlines by establishing priorities appropriately. • Adjusting to changing workloads or schedules. • Developing self-direction, resourcefulness, and/or creativity in completing tasks. • Identifying solutions to unanticipated barriers to completing job responsibilities. • Independently beginning and completing job responsibilities. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Helping others in using time efficiently in order to meet work deadlines by establishing priorities appropriately. • Anticipating and adjusting to changing workloads or schedules. • Developing self-direction, resourcefulness, and/or creativity in completing tasks. • Helping others to identify solutions to unanticipated barriers to completing job responsibilities. • Identifying solutions to unanticipated barriers to completing job responsibilities.

Element C: Employee exhibits behaviors that indicate commitment to the mission and vision of the District.

<p>Level 1</p> <p><input type="checkbox"/></p>	<p>Level 2</p> <p><input type="checkbox"/></p>	<p>Level 3 (Proficient)</p> <p><input type="checkbox"/></p>	<p>Level 4</p> <p><input type="checkbox"/></p>
<p>Growth is needed in:</p> <ul style="list-style-type: none"> • Displaying actions that support the well-being and success of students, parents, co-workers, and community. 	<p>Consistency is needed in:</p> <ul style="list-style-type: none"> • Displaying actions that support the well-being and success of students, parents, co-workers, and community. 	<p>There is an established/imbedded practice of:</p> <ul style="list-style-type: none"> • Displaying actions that support the well-being and success of students, parents, co-workers, and community. 	<p>Shows leadership by:</p> <ul style="list-style-type: none"> • Being a role model and advocate for the well-being and success of students, parents, co-workers, and community.

Quality Standard IV: Employee demonstrates professionalism through ethical conduct and leadership.			
Element A: Employee demonstrates high standards for ethical and professional conduct			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
Growth is needed in: <ul style="list-style-type: none"> Maintaining professional behavior and demeanor through being respectful of others, showing courtesy and exhibiting integrity. Adhering to applicable policies and procedures. Exhibiting appropriate behavior and a positive attitude. Demonstrating reliability in adhering to scheduled work times, is rarely absent. 	Consistency is needed in: <ul style="list-style-type: none"> Maintaining professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity. Adhering to applicable policies and procedures. Exhibiting appropriate behavior and a positive attitude. Demonstrating reliability in adhering to scheduled work times, is rarely absent. 	There is an established/imbedded practice of: <ul style="list-style-type: none"> Maintaining professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity. Adhering to applicable policies and procedures. Exhibiting an attitude of helpfulness and reliability. Demonstrating reliability in adhering to scheduled work times, is rarely absent. 	Shows leadership by: <ul style="list-style-type: none"> Setting an example of professional behavior and demeanor through being respectful of others, showing courtesy, and exhibiting integrity. Demonstrates in-depth knowledge of policies and procedures. Taking ownership and pride in their work.
Element B: Employee links professional growth to their professional goals			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
Growth is needed in: <ul style="list-style-type: none"> Reflecting on and engaging in professional learning activities aligned to enhancing job performance. 	Consistency is needed in: <ul style="list-style-type: none"> Apply knowledge and skills learned through professional development to improve performance. Seeking and/or implementing performance feedback from supervisor. 	There is an established/imbedded practice of: <ul style="list-style-type: none"> Consistently applying knowledge and skills learned through professional development to improve performance. Seeking and/or implementing supervisor feedback to improve performance. 	Shows leadership by: <ul style="list-style-type: none"> Seeking out professional development opportunities to expand job applicable knowledge and skills to enhance performance.
Element C: Employee works to respond in a dynamic and complex environment			
Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 (Proficient) <input type="checkbox"/>	Level 4 <input type="checkbox"/>
Growth is needed in: <ul style="list-style-type: none"> Accepting change. Not sabotaging the change efforts of others. Working well with diverse people and groups to facilitate change. 	Consistency is needed in: <ul style="list-style-type: none"> Adjusting style and behavior to the needs of the situation. Adapting to changing work environments, work priorities, and organizational needs. Working with diverse people or groups to facilitate change. Reacting positively to changing work environments and priorities. 	There is an established/imbedded practice of: <ul style="list-style-type: none"> Adjusting style and behavior to the needs of the situation. Responding positively to changing situations. Being open and willing to learn new ways of performing job responsibilities. 	Shows leadership by: <ul style="list-style-type: none"> Anticipating change and seamlessly adapting style and behavior to the needs of the situation. Helping others to see the positive aspects of change. Bringing forward innovative ways of enhancing and/or performing job responsibilities.