

PSD Evaluation

ESA and Support Personnel Evaluation: Behavior Support Specialist Comprehensive

Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluator information:

Evaluator Name
<input type="text"/>

Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational milieu grades K-12 and demonstrates the ability to integrate the area of specialty into the total school milieu.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrates knowledge of the schools' program and in delivering support to identified students and programs	Demonstrates little or no knowledge or understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. <input type="checkbox"/>	Demonstrates inconsistent knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. <input type="checkbox"/>	Demonstrates adequate knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. <input type="checkbox"/>	Demonstrates extensive knowledge and understanding of the influence of specific disabilities as well as individual learning characteristics and evidence-based strategies when determining assessments and developing behavioral interventions. <input type="checkbox"/>
1.2: Demonstrates knowledge of resources, both within and beyond the school district	Demonstrates little or no knowledge of resources available in the school or community. <input type="checkbox"/>	Displays limited knowledge of resources available in the school or community. <input type="checkbox"/>	Consistently displays knowledge of resources available in the school or community. <input type="checkbox"/>	Functions in a leadership role in providing knowledge of resources available in the school or community. <input type="checkbox"/>
1.3: Engages in professional development	Does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. <input type="checkbox"/>	Participation in professional development activities is limited to those that are convenient or required. <input type="checkbox"/>	Seeks out opportunities for professional development based on an individual assessment of need. <input type="checkbox"/>	Actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences with other specialists. <input type="checkbox"/>
Criterion 1: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation.

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<p>2.1: Demonstrates knowledge of current trends in specialty area and professional development</p>	<p>Demonstrates little or no knowledge of behavioral and educational theories, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school behavioral services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates limited knowledge of behavioral and educational theories, and school or community resources, and some compliance with regulatory procedures in the delivery of school behavioral services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates thorough knowledge of behavioral and educational theories, and school and community resources, and compliance with regulatory procedures in the delivery of school behavioral services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates extensive knowledge of Applied Behavior Analysis (ABA) and educational theories, and school and community resources, and consistent compliance with regulatory procedures in the delivery of school behavioral services.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>2.2: Develop a plan to monitor the implementation of the behavioral program</p>	<p>Has no plan to effectively evaluate the progress monitoring of the goals and objectives and evidence, or resists suggestions that such an evaluation is important.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Has a rudimentary plan to evaluate the progress monitoring of the goals and objectives and evidence related to behavioral and instructional support programs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Has an organized plan to evaluate the progress monitoring of the goals and objectives and evidence, including the review of data collection provided by staff to indicate the degree to which the goals and objectives have been met.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Has a sophisticated plan to evaluate the progress monitoring of the goals and objectives using many sources of evidence, including the review of data collection provided by staff, and has a clear path toward improving the program on an ongoing basis.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>2.3: Collaborates with teachers in the design and planning of SEL instructional units and lessons</p>	<p>Lacks the skills to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and incorporates information and concerns from others when developing and adjusting behavioral plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>2.4: Engages in effective leadership in providing support for individual students and school teams</p>	<p>Lacks the skills necessary to assume leadership of the school team, resulting in minimal contribution to the organization, mediation, and facilitation of the process.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Employs limited skills in the following areas: facilitation of meetings, mediation, organization of materials and data, and demonstration of a focus on solution-based outcomes.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Engages in leadership on the school team related to behavior and takes initiative in organizing materials and data for meetings.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>2.5: Shares expertise with staff, e.g., through teaching model lessons, presenting workshops, facilitating study groups</p>	<p>Fails to use assessment data or uses data incorrectly to develop and implement interventions for academic and social/behavioral services.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Displays limited skills in evaluating and analyzing assessment data and provides some strategies when assisting in the development of intervention plans.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Displays strong skills in evaluating and analyzing assessment data and has the ability to develop creative strategies with behavioral momentum when assisting in the development of intervention plans for students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Effectively utilizes data in the development of comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements that ensure the inclusion of student self-management strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Criterion 2: Overall Score</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
<p>3.1: Establishes behavioral goals for supporting the instructional program that are based on student functional behavior assessment data and appropriate to the setting and the staff served. BIP = Behavior Intervention Plan</p>	<p>Has few or no defined goals and strategies for the implementation of individual BIPs to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies.</p>	<p>Has limited goals and strategies for the implementation of individual BIPs to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies.</p>	<p>Has defined goals and strategies for the implementation of individual BIPs to promote learning and enhance the acquisition of replacement behaviors. Provides proactive strategies to support students within the school setting.</p>	<p>Has clearly defined goals and strategies for the implementation of individual BIPs to promote learning and enhance the acquisition replacement behavior. Provides proactive strategies and responsive services to support students in school and includes family-school collaboration.</p>
<p>3.2: Establishes a culture for ongoing instructional improvement regarding social/emotional/behavioral needs</p>	<p>Provides negative or inefficient classroom management procedures to staff. Does not individualize consultations to reflect an analysis of unique classroom and/or behavioral circumstances.</p>	<p>Provides inconsistent classroom management procedures to staff. Behavior Specialist does not individualize consultations to reflect an analysis of unique classroom and/or behavioral circumstances.</p>	<p>Provides consistent management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.</p>	<p>Provides a broad range of knowledge regarding management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs.</p>
<p>3.3: Organizes physical space for workshops or training, including use of training equipment, arrangement of furniture for visual access, traffic flow, and match between the physical arrangement and workshop activities</p>	<p>Exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing consultation based on a set schedule, and not completing paperwork in a timely manner.</p>	<p>Time-management skills are moderately developed. Meets some deadlines for evaluations and meetings, seeing some staff for consultation and doing some student observation based on a set schedule, and completes most paperwork in an inconsistent manner.</p>	<p>Exercises consistent time-management skills in setting priorities for staff consultation and student observation, resulting in clear schedules, meeting timelines for evaluating students, meeting all deadlines for paperwork completion, and efficiently preparing for student meetings on his/her caseload.</p>	<p>Demonstrates excellent time-management skills in addressing priorities established for staff consultation and student observation through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and deadlines for completing paperwork, and preparing effectively and efficiently for student meetings on their caseload.</p>
<p>3.4: Demonstrating the ability to handle confidential materials and records appropriately</p>	<p>Records are in disarray; they may be missing, illegible, or stored in an insecure location.</p>	<p>Records are disorganized but are accurate and legible and are stored in a secure location.</p>	<p>Records are accurate and legible, well organized, and stored in a secure location.</p>	<p>Records are accurate and legible, well organized, and stored in a secure location. Written to be understandable to another qualified professional. Student privacy is always protected, and the specialist leads others in ways to protect this privacy.</p>
<p>3.5: Establishes and maintains reports and records</p>	<p>Fails to communicate with school staff and parent/guardian or communicates in an insensitive manner; necessary permissions for evaluations, screenings, or interventions are not secured.</p>	<p>Communication with school staff and parent/guardian is partially successful; necessary permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.</p>	<p>Communicates with school staff and parent/guardian and consistently secures necessary permissions in a manner sensitive to cultural and linguistic traditions.</p>	<p>Communicates with school staff and parent/guardian and secures necessary permissions in a manner that is highly sensitive to cultural and linguistic traditions. Reaches out to parent/guardian to enhance trust, to incorporate parental concerns, and to ensure consistency in the application of behavioral strategies across multiple school, home, and community settings.</p>
<p>Criterion 3: Overall Score</p>				

Comments and/or Evidence **(REQUIRED)**

Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Creates an environment of trust and respect	Interactions with staff and students are negative or inappropriate and ineffective toward addressing staff concerns and students' behavioral, social, and learning needs; students appear uncomfortable during service delivery. <input type="checkbox"/>	Interactions with staff and students are a mix of positive and negative and are inconsistent in supporting staff concerns and students' behavioral, social, and learning needs; efforts at developing rapport are partially successful. <input type="checkbox"/>	Interactions with staff and students are positive and respectful and consistently support staff concerns and students' behavioral, social, and learning needs. <input type="checkbox"/>	Staff and students seek out the Behavior Specialist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the behavioral, social, and learning supports provided through behavioral services. <input type="checkbox"/>
4.2: Establishes and maintains norms of behavior for professional interactions. ABA = Applied Behavior Analysis	Provides generic behavioral recommendations without first engaging in data collection and analysis. <input type="checkbox"/>	Provides generic behavioral recommendations with inconsistent collection of data and without regard to settings and skill levels of teachers, parents, and staff. <input type="checkbox"/>	Provides an individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan. <input type="checkbox"/>	Provides a highly individualized approach to analysis of student behavior based on ABA principles, with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan, as well as the impact of each of those on the behavior plan. <input type="checkbox"/>
4.3: Participating in a professional community	Does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. <input type="checkbox"/>	Participation in professional development activities is limited to those that are convenient or are required. <input type="checkbox"/>	Seeks out opportunities for professional development based on an individual assessment of need. <input type="checkbox"/>	Actively pursues professional development opportunities, remaining current with professional literature and research, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. <input type="checkbox"/>
Criterion 4: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Plans to support the instructional program, integrated with the overall school program	Demonstrates no or little ability to collect, analyze, and interpret data in order to develop effective practices at the individual and group levels. <input type="checkbox"/>	Displays inconsistent skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. <input type="checkbox"/>	Accurately and consistently demonstrates skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. <input type="checkbox"/>	Demonstrates extensive skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. <input type="checkbox"/>
5.2: Establishes a culture for ongoing instructional improvement regarding social/emotional/behavioral needs	Interactions with staff are characterized by a reactive and generally negative tone, with an absence of skill building in the behavioral strategies available to the teaching staff. <input type="checkbox"/>	Interactions with staff are characterized by some willingness to provide recommendations for behavioral strategies but a failure to provide support for the implementation of those strategies and support for the teacher's growth in working with students' behavioral issues. <input type="checkbox"/>	Consults with staff in such a way as to reinforce inquiry into the function of behavior to determine effective, positive behavioral supports, and Behavior Specialist provides ongoing support for implementation. <input type="checkbox"/>	Established a culture of professional inquiry in which decisions regarding behavior are based on the analysis of evidence, determining the function of behavior, establishing positive behavioral supports, and providing ongoing analysis of the impact of interventions. Over time, teachers with whom the Behavior Specialist has consulted initiate projects to be undertaken with the support of the Behavior Specialist. <input type="checkbox"/>
5.3: Collecting information; support collection, analysis, interpretation of data and implementing plans based on that data	Fails to collaborate with stakeholders to monitor data collection and data analysis and adjust intervention plans. <input type="checkbox"/>	Displays limited skills when working with stakeholders to monitor data collection and data analysis and adjust intervention plans. <input type="checkbox"/>	Works collaboratively with stakeholders to monitor data collection and data analysis and adjust intervention plans based on outcomes. <input type="checkbox"/>	Works collaboratively with stakeholders to monitor and adjust comprehensive intervention plans for students, finding ways to creatively meet student needs and incorporate many related elements, including student self- management strategies. <input type="checkbox"/>
5.4: Coordinates work with other behavior analysts and directs work with registered behavior technician	Relationships with colleagues are negative or self-serving, and Behavior Specialist avoids being involved in school and district events and projects. <input type="checkbox"/>	Relationships with colleagues are most often cordial, and Behavior Specialist participates in school and district events and projects when specifically requested. <input type="checkbox"/>	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Makes a substantial contribution to school and district events and projects and assumes a leadership role. Provides staff and parent training in diverse ways. <input type="checkbox"/>
5.5: Collaborates with educational staff in the design and planning of instructional units and lessons	Lacks the skills to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans. <input type="checkbox"/>	Attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans. <input type="checkbox"/>	Consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and incorporates information and concerns from others when developing and adjusting behavioral plans. <input type="checkbox"/>	Highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans. <input type="checkbox"/>
Criterion 5: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence (REQUIRED)

Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

Signatures:

Evaluator Signature

Employee Signature

Not signed yet