

PSD Evaluation

ESA and Support Personnel Evaluation: CTE TOSA Specialist & College and Career Readiness TOSA 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 environment grades K-12 and demonstrates the ability to integrate the area of specialty into the total school environment.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge of critical concepts and current trends in Career and Technical Education and practice	Demonstrates little or no understanding of critical concepts and current trends in Career and Technical Education and practice. <input type="checkbox"/>	Demonstrates limited understanding of critical concepts and current trends in Career and Technical Education and practice. <input type="checkbox"/>	Demonstrates solid understanding of critical concepts and current trends in Career and Technical Education and practice. <input type="checkbox"/>	Demonstrates extensive understanding of critical concepts and current trends in Career and Technical Education and of an extensive range of research-based practices and strategies. <input type="checkbox"/>
1.2: Demonstrating knowledge of the CTE program and student needs within that program	Demonstrates little to no knowledge of CTE content standards and of students' needs for information skills within those standards. <input type="checkbox"/>	Demonstrates limited knowledge of CTE content standards and of students' needs for information skills within those standards. <input type="checkbox"/>	Demonstrates thorough knowledge of CTE content standards and of students' needs for information skills within those standards. <input type="checkbox"/>	Takes a leadership role within the school/district to articulate the needs of students for CTE within a school's academic program. <input type="checkbox"/>
1.3: Establishing goals for the CTE program area of responsibility that are appropriate to the setting and related career field preparations	Has no clear goals for the CTE program area of responsibility, or they are inappropriate to either the situation in the school(s) or career preparation. <input type="checkbox"/>	Goals for the CTE program area of responsibility are rudimentary and are partially suitable to the situation in the school(s) or career preparation. <input type="checkbox"/>	Goals for the CTE program area of responsibility are clear and appropriate to the situation in the school(s) or career preparation. <input type="checkbox"/>	Goals for the CTE program area of responsibility are highly appropriate to the situation in the school(s) and or career preparation and have been developed following consultations with industry and colleagues. <input type="checkbox"/>
1.4: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources	Demonstrates no knowledge of resources available for students and teachers in the school, in the district, and in the larger community to advance program goals. <input type="checkbox"/>	Demonstrates limited knowledge of resources available for students and teachers in the school, in the district, and in the larger community to advance program goals. <input type="checkbox"/>	Is fully aware of resources available for students and teachers in the school, in the district, and in the larger community to advance program goals. <input type="checkbox"/>	Is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the program. <input type="checkbox"/>
1.5: Developing a plan to evaluate the CTE program area of responsibility	Has no plan to evaluate the program area of responsibility or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Has a rudimentary plan to evaluate the CTE program area of responsibility. <input type="checkbox"/>	Plan to evaluate the program area of responsibility is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. <input type="checkbox"/>	Evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program area of responsibility on an ongoing basis. <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
2.1: Cultivating respectful and affirming environments with and among students and colleagues	Interactions are negative, inappropriate, or insensitive to students'/colleagues' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict. <input type="checkbox"/>	Interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students/colleagues. <input type="checkbox"/>	Interactions are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students/colleagues. <input type="checkbox"/>	Interactions are highly respectful, reflecting genuine warmth and caring and sensitivity to students'/colleagues' cultures and levels of development. <input type="checkbox"/>
2.2: Establishing a culture for investigation of career interests and pathways	Conveys a sense that the work of career and technical exploration and preparation is not worth the time and energy required. <input type="checkbox"/>	Inconsistently conveys a sense of the importance of career and technical exploration and preparation in interactions with students and/or colleagues <input type="checkbox"/>	Conveys a sense of the importance of career and technical exploration and preparation in interactions with both students and/or colleagues. <input type="checkbox"/>	Energetically conveys a sense of the need for career and technical exploration and preparation in interactions with students, colleagues and the community. <input type="checkbox"/>
2.3: Establishing and maintaining CTE procedures	Routines and procedures are either non-existent or inefficient, resulting in general confusion. <input type="checkbox"/>	Routines and procedures have been established but function sporadically. <input type="checkbox"/>	Routines and procedures have been established and function smoothly. <input type="checkbox"/>	Routines and procedures (for example, systems for completing program area responsibilities) are seamless in their operation, with adjustments integrated on a regular basis necessary based on feedback and/or change. <input type="checkbox"/>
2.4: Supporting positive student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. <input type="checkbox"/>	It appears an effort has been made to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful. <input type="checkbox"/>	Standards of conduct appear to be clear to students, and student behavior is monitored against those standards. Response to student misbehavior is appropriate and respectful to students. <input type="checkbox"/>	Standards of conduct are clear. Monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. <input type="checkbox"/>
2.5: Organizing physical/training space to enable smooth flow	Makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion. <input type="checkbox"/>	Efforts to make use of the physical environment are uneven, resulting in occasional confusion. <input type="checkbox"/>	Makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use. <input type="checkbox"/>	Makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, displays are attractive and inviting. <input type="checkbox"/>
Criterion 2: Overall Score	<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
3.1: Maintaining and extending CTE access in accordance with the school's needs and within budget limitations	Fails to adhere to district or professional guidelines in selecting materials/supplies for the CTE program and does not periodically purge outdated material. Material is unbalanced among different focus areas. <input type="checkbox"/>	Partially successful in attempts to adhere to district or professional guidelines in selecting materials/supplies for the CTE program, to purge outdated material, and to establish balance. <input type="checkbox"/>	Adheres to district or professional guidelines in selecting materials/supplies for the CTE program and periodically purges outdated material. Material is balanced among different focus areas. <input type="checkbox"/>	Selects materials for the CTE program thoughtfully and in consultation with teaching colleagues and periodically purges the CTE program of outdated material/supplies. Material/supplies are balanced among different areas. <input type="checkbox"/>
3.2: Collaborating with teachers in the design of instructional units and lessons	Declines to collaborate with educators in the design of instructional lessons and units. <input type="checkbox"/>	Collaborates with educators in the design of instructional lessons and units when specifically asked to do so. <input type="checkbox"/>	Initiates collaboration with educators in the design of instructional lessons and units. <input type="checkbox"/>	Initiates collaboration with educators in the design of instructional lessons and units, locating additional resources from sources outside the school. <input type="checkbox"/>
3.3: Engaging students in enjoying career exploration and in learning technical skills	Students are not engaged in career exploration and in learning technical skills because of poor design of activities, poor grouping strategies, or inappropriate materials. <input type="checkbox"/>	Only some students are engaged in career exploration and in learning technical skills due to uneven design of activities, grouping strategies, or partially appropriate materials. <input type="checkbox"/>	Students are engaged in career exploration and in learning technical skills because of effective design of activities, grouping strategies, and appropriate materials. <input type="checkbox"/>	Students are highly engaged in career exploration and in learning technical skills and take initiative in their exploration. <input type="checkbox"/>
3.4: Assisting students and teachers in the use of technology in exploring careers	Declines to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>	Assists students and/or teachers in the use of technology in the exploring careers when specifically asked to do so. <input type="checkbox"/>	Facilitates sessions to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>	Proactive in initiating sessions to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>
3.5: Responding flexibly and timely	Maintains current practices, despite evidence of inadequacies to support needs of CTE program. <input type="checkbox"/>	Makes modest changes in the CTE program when confronted with evidence of the need for change. <input type="checkbox"/>	Makes revisions to the CTE program when they are needed. <input type="checkbox"/>	Continually seeks ways to improve the CTE program and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>
Criterion 3: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: Engaging in reflective practice	Does not reflect on practice, or reflections are inaccurate or self-serving. <input type="checkbox"/>	Reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved. <input type="checkbox"/>	Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Makes some specific suggestions as to how the CTE program might be improved. <input type="checkbox"/>	Reflection is highly accurate and perceptive, citing specific examples. Draws on an extensive repertoire to suggest alternative strategies and their likely success. <input type="checkbox"/>
4.2: Preparing and submitting records or reports	Ignores program needs when preparing reports and records, does not follow established procedures, and records are routinely late. <input type="checkbox"/>	Efforts to prepare reports and records are partially successful, responding sometimes to program needs and following procedures, and records are sometimes submitted on time. <input type="checkbox"/>	Considers program needs when preparing reports and records, follows established procedures, and records are submitted on time. <input type="checkbox"/>	Anticipates program needs when preparing reports and records, follows established procedures, and suggests improvements to those procedures and records are submitted on time. <input type="checkbox"/>
4.3: Engaging in a professional community	Does not participate in school committees, projects, and/or events. <input type="checkbox"/>	Relationships with colleagues are cordial and participates in school and district events and projects only 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 leadership with colleagues and with community partners. <input type="checkbox"/>
4.4: Growing and developing professionally	Does not participate in professional learning activities, even when such activities are clearly needed for the enhancement of skills. <input type="checkbox"/>	Participation in professional learning activities is limited to those that are convenient or are required. <input type="checkbox"/>	Seeks out opportunities for professional learning based on an individual assessment of need. <input type="checkbox"/>	Actively pursues professional learning opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. <input type="checkbox"/>
4.5: Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws. <input type="checkbox"/>	Honest in interactions with colleagues, students, and the public; respects copyright laws. <input type="checkbox"/>	Displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. <input type="checkbox"/>	Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws. <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: Involvement in supporting students, parents and educational personnel	Shows little involvement in assisting students, parents, or educational personnel. <input type="checkbox"/>	Inconsistent involvement in assisting students, parents, or educational personnel. <input type="checkbox"/>	Actively involved in assisting students, parents, or educational personnel. <input type="checkbox"/>	Proactively and successfully involved in assisting students, parents, or educational personnel. <input type="checkbox"/>
5.2: Providing resources and support	Fails to provide adequate support or resources. <input type="checkbox"/>	Offers some support and resources. <input type="checkbox"/>	Provides comprehensive support and resources. <input type="checkbox"/>	Anticipates needs and provides program support effectively. <input type="checkbox"/>
5.3: Taking initiative to address concerns and providing assistance	Lacks initiative in addressing concerns or providing guidance. <input type="checkbox"/>	Inconsistently addresses concerns. <input type="checkbox"/>	Takes initiative in addressing concerns and providing guidance. <input type="checkbox"/>	Proactively reaches out to address concerns and provides guidance. <input type="checkbox"/>
5.4: Planning the CTE program integrated with the overall school/district program area of responsibility	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	Plan has a guiding principle and includes several worthwhile activities, but some do not fit with the broader goals. <input type="checkbox"/>	Plan is well designed to support both teachers and students in their information needs. <input type="checkbox"/>	Plan is highly coherent, taking into account the competing demands of individual workload and collective teamwork, and plans have been developed collaboratively with others. <input type="checkbox"/>
5.5: Communicating with the larger community	Makes no effort to engage in outreach efforts to industry partners or the larger community. <input type="checkbox"/>	Makes sporadic efforts to engage in outreach efforts to industry partners or the larger community. <input type="checkbox"/>	Engages in outreach efforts to industry partners and the larger community. <input type="checkbox"/>	Proactively reaches out to industry partners and establishes contacts with outside organizations/businesses, coordinating efforts for mutual benefit. <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