

PSD Evaluation

ESA and Support Personnel Evaluation: Education 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 school's program, and levels of teacher skill in delivering that program	Demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program. <input type="checkbox"/>	Demonstrates basic knowledge of the school's program and of teacher skill in delivering that program. <input type="checkbox"/>	Demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program. <input type="checkbox"/>	Deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program. <input type="checkbox"/>
1.2: Demonstrates knowledge of resources within the school and district	Demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills. <input type="checkbox"/>	Demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills. <input type="checkbox"/>	Fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills. <input type="checkbox"/>	Actively seeks out new resources from a wide range of sources within and outside of the school district to enrich teachers' skills in implementing the school's program. <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 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 and makes a substantial contribution to the profession through such activities as participating in state or national conferences for 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
2.1: Demonstrates knowledge of current trends in specialty area and professional development	Demonstrates little or no familiarity with specialty area or trends in professional development. <input type="checkbox"/>	Demonstrates basic familiarity with specialty area and trends in professional development. <input type="checkbox"/>	Demonstrates thorough knowledge of specialty area and trends in professional development. <input type="checkbox"/>	Knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues. <input type="checkbox"/>
2.2: Develop a plan to monitor the implementation of the instructional program	Has no plan to evaluate the program or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Developed a rudimentary plan to evaluate the instructional support program. <input type="checkbox"/>	Plan to evaluate the program 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 on an ongoing basis. <input type="checkbox"/>
2.3: Collaborates with teachers in the design and planning of instructional units and lessons	Declines to collaborate with classroom teachers in the design of instructional lessons. <input type="checkbox"/>	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so. <input type="checkbox"/>	Initiates collaboration with classroom teachers in the design of instructional lessons and units. <input type="checkbox"/>	Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school. <input type="checkbox"/>
2.4: Engages teachers in learning new instructional skills	Does not engage teachers in professional learning. <input type="checkbox"/>	Efforts to engage teachers in professional learning are partially successful, with some participating. <input type="checkbox"/>	Engages all applicable teachers in learning new instructional skills. <input type="checkbox"/>	Leadership result in high levels of engagement in professional learning from all applicable teachers with some taking initiative in suggesting new areas for growth. <input type="checkbox"/>
2.5: Shares expertise with staff through teaching model lessons, presenting workshops, and/or facilitating study groups	Model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of the model lessons and workshops is mixed with only some of them being appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. <input type="checkbox"/>	The quality of the model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. Conducts extensive follow-up work with teachers. <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: Establishes goals for supporting the instructional program and appropriate to the setting and the teachers served	Has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.
3.2: Promotes continuous instructional improvement and professional conduct.	Does not encourage improvement or uphold professional standards.	Acknowledges improvement but inconsistently promotes it.	Advocates for ongoing instructional growth and ethical conduct.	Leads initiatives to drive continuous instructional improvement.
3.3: Organizes physical workshop space, including equipment setup, furniture arrangement for visibility, and traffic flow in alignment with workshop activities.	Makes poor use of the physical environment, resulting in poor access to activities by some participants.	The physical environment does not impede workshop activities.	Makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.
3.4: Collaborates with teachers in the design and planning of instructional units and lessons	Declines to collaborate with classroom teachers in the design of instructional lessons and units.	Collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Initiates collaboration with classroom teacher in the design of instructional lessons and units.	Initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
3.5: Establishes and maintains reports and records	Does not follow established procedures for preparing and submitting records and reports. Reports are routinely late.	Efforts to prepare records are partially successful, anticipating established procedures. Reports are sometimes submitted on time.	Records are complete and follow established procedures. Reports are always submitted on time.	Anticipates and responds to teacher needs and follows established procedures, while suggesting improvements to those procedures. Reports are always submitted on time.
Criterion 3: Overall Score				

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 are negative, dismissive, or unprofessional, leading to discomfort and a lack of trust among staff. <input type="checkbox"/>	Interactions are occasionally respectful but inconsistent, sometimes creating discomfort or hindering trust-building. <input type="checkbox"/>	Interactions are consistently respectful and professional, fostering a positive environment of trust and cooperation. <input type="checkbox"/>	Interactions are exemplary, with a high level of trust and respect. Staff actively seek out the individual for support and collaboration. <input type="checkbox"/>
4.2: Establishes and maintains norms of behavior for professional interactions	No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another. <input type="checkbox"/>	Efforts to establish norms of professional conduct are partially successful. <input type="checkbox"/>	Established clear norms of mutual respect for professional interaction. <input type="checkbox"/>	Established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct. <input type="checkbox"/>
4.3: Demonstrates flexibility and responsiveness	Adheres to support program, despite evidence of its inadequacy. <input type="checkbox"/>	Makes modest changes in the support program when confronted with evidence of the need for change. <input type="checkbox"/>	Makes revisions to the support program when it is needed. <input type="checkbox"/>	Continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>
4.4: Participating in a professional community	Relationships with colleagues are negative or self-serving. Avoids being involved in school and district events and projects. <input type="checkbox"/>	Relationships with colleagues are cordial. 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 with colleagues. <input type="checkbox"/>
4.5: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. <input type="checkbox"/>	Honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. <input type="checkbox"/>	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. <input type="checkbox"/>	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with 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: Planning the instructional support program, integrated with the overall school program	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 a number of worthwhile activities, but some of them don't fit with the broader goals. <input type="checkbox"/>	Plan is well designed to support teachers in the improvement of their instructional skills. <input type="checkbox"/>	Plan is highly coherent, considering the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers. <input type="checkbox"/>
5.2: Establishes a culture for ongoing instructional improvement	Conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement. <input type="checkbox"/>	Teachers do not resist the offerings of support. <input type="checkbox"/>	Promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills. <input type="checkbox"/>	Established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist. <input type="checkbox"/>
5.3: Coordinates work with other instructional specialists	Makes no effort to collaborate with other instructional specialists within the district. <input type="checkbox"/>	Responds positively to the efforts of other instructional specialists within the district to collaborate. <input type="checkbox"/>	Initiates efforts to collaborate with other instructional specialists within the district. <input type="checkbox"/>	Takes a leadership role in coordinating projects with other instructional specialists within and beyond the district. <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