

PSD Evaluation

ESA and Support Personnel Evaluation: GED & Diploma Teacher 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: Understanding of current research in the field of education	Demonstrates limited to no understanding of key concepts, theories, and content within the field of education. <input type="checkbox"/>	Demonstrates some understanding of educational theories and content in the field, but with significant gaps. <input type="checkbox"/>	Demonstrates a comprehensive understanding of educational theories, content, and the context of K-12 education. <input type="checkbox"/>	Demonstrates an expert-level understanding of theories, content, and current trends with alternative educational programs. <input type="checkbox"/>
1.2: Engagement with professional literature, theoretical frameworks, research and practice	Shows little engagement with professional literature or research studies and no awareness of current educational trends and best practices. <input type="checkbox"/>	Utilizes some professional literature and research findings to inform practice but reliance is based mostly on outdated resources. <input type="checkbox"/>	Regularly engages with professional literature and research to inform practice and shows understanding of broader educational goals. <input type="checkbox"/>	Uses educational literature and research to inform practice and uses these within their teaching practices. <input type="checkbox"/>
1.3: Applying Scholarly Knowledge into Practice	Fails to integrate new knowledge into practice. <input type="checkbox"/>	Requires occasional guidance to apply scholarly knowledge effectively. <input type="checkbox"/>	Integrates scholarly knowledge with colleagues and Professional Learning Community collaborations. <input type="checkbox"/>	Serves as a mentor or leader in promoting evidence-based practices. <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: Designing and implementing specialized instructional program	Shows little to no ability to design or implement specialized instruction, remediation, or evaluation. <input type="checkbox"/>	Inconsistently designs and implements specialized instructional program. <input type="checkbox"/>	Consistently designs, implements, and evaluates a specialized instructional program. <input type="checkbox"/>	Consistently designs and implements a highly effective, innovative, and well-rounded specialized instructional program. <input type="checkbox"/>
2.2: Instructional techniques and interventions	Demonstrates poor understanding or application of instructional techniques and interventions. <input type="checkbox"/>	Utilizes some instructional techniques and interventions effectively but may struggle with others. <input type="checkbox"/>	Effectively utilizes instructional techniques and interventions. <input type="checkbox"/>	Demonstrates mastery of a wide array of instructional techniques and interventions. <input type="checkbox"/>
2.3: Ability to adapt program, instruction, and intervention approaches to meet student needs	Does not adapt to meet the diverse needs of students. <input type="checkbox"/>	Inconsistently adapts programs, instruction and interventions to the needs of students. Programs, instruction and interventions are sometimes disorganized, not fully developed, or inadequately aligned with students' needs. <input type="checkbox"/>	Programs, instruction and interventions are well-organized, student-centered, and align with best practices. Regularly adapts programs, instruction and interventions for diverse learning needs, demonstrating flexibility in delivery. <input type="checkbox"/>	Programs, instruction and interventions are tailored to individual student needs, backed by data-driven decisions, and continuously evaluated and refined for greater impact. Demonstrates leadership in introducing new strategies for program success. <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: Management of learning environment and resources	Materials, equipment, and space are not used effectively, and the learning environment is often disorganized, unsafe, or unproductive. <input type="checkbox"/>	Learning environment is functional but lacks optimal use of resources. Some safety or logistical issues may arise occasionally. <input type="checkbox"/>	The classroom environment is structured and conducive to learning. Resources are utilized well, with minimal disruptions. <input type="checkbox"/>	Materials and equipment are used creatively and efficiently, promoting optimal learning and engagement for all students. <input type="checkbox"/>
3.2: Organization and planning skills	Demonstrates poor organizational and planning skills. <input type="checkbox"/>	Planning skills, organization of materials, equipment, and space is somewhat effective but inconsistent. <input type="checkbox"/>	Organizes materials, equipment, and space in a manner that supports student learning. Demonstrates strong planning skills. <input type="checkbox"/>	Establishes a well-organized environment that maximizes student engagement, safety, and learning. Demonstrates exceptional planning skills. <input type="checkbox"/>
3.3: Maintaining records and adhering to relevant policies and procedures	Fails to maintain accurate records or adhere to relevant policies and procedures. <input type="checkbox"/>	Inconsistently maintains records and adheres to relevant policies and procedures. <input type="checkbox"/>	Maintains accurate records and adheres to relevant policies and procedures consistently. <input type="checkbox"/>	Maintains meticulous records and consistently adheres to relevant policies and procedures. <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: Professionalism and communication with students, parents, and colleagues	Fails to demonstrate professionalism in interactions with students, parents, and colleagues while also lacking empathy and sensitivity in communication. <input type="checkbox"/>	Demonstrates professionalism and communication with empathy and sensitivity in interactions with students, parents, and colleagues, but with occasional lapses. <input type="checkbox"/>	Consistently demonstrates professionalism and communication with empathy and sensitivity in interactions with students, parents, and colleagues. <input type="checkbox"/>	Exemplifies professionalism and communicates with empathy and sensitivity in all interactions with students, parents, and colleagues. <input type="checkbox"/>
4.2: Maintaining confidentiality and ethical standards	Fails to maintain confidentiality or uphold ethical standards. <input type="checkbox"/>	Maintains confidentiality and upholds ethical standards most of the time. <input type="checkbox"/>	Maintains confidentiality and upholds ethical standards consistently. <input type="checkbox"/>	Maintains and promotes confidentiality while upholding the highest ethical standards consistently. <input type="checkbox"/>
4.3: Commitment to professional growth and development	Lacks awareness of strengths/weaknesses. Does not engage in professional development or reflect on practice. <input type="checkbox"/>	Recognizes some strengths and weaknesses but makes limited, inconsistent efforts to improve or grow professionally. <input type="checkbox"/>	Shows self-awareness, regularly reflects on practice, and actively participates in professional development and collaboration. <input type="checkbox"/>	Deeply committed to growth. Seeks challenges and new learning opportunities. Engages in continuous reflection and leads professional learning among peers. <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 assisting students	Shows little involvement in assisting students and parents. <input type="checkbox"/>	Participates in identifying students who need assistance, but involvement is reactive and inconsistent. <input type="checkbox"/>	Regularly identifies students needing specialized assistance and offers proactive and consistent support. <input type="checkbox"/>	Takes an active leadership role in identifying and supporting students who need specialized assistance. <input type="checkbox"/>
5.2: Communicating with Parents	Shows little effort in communicating with parents. <input type="checkbox"/>	Engages in intermittent communication efforts with parents. <input type="checkbox"/>	Communicates effectively with parents about students' progress and needs. <input type="checkbox"/>	Frequently collaborates with parents and other stakeholders to provide comprehensive support and involves parents in meaningful ways to enhance student success. <input type="checkbox"/>
5.3: Collaboration and communication with educational personnel	Shows little initiative in collaboration or communication with other educational personnel. <input type="checkbox"/>	Demonstrates some efforts at collaboration or communication with other educational personnel, however, they are sporadic or inconsistent. <input type="checkbox"/>	Demonstrates consistent and effective efforts at collaborating and communicating with other educational personnel. <input type="checkbox"/>	Exemplifies exceptional efforts at collaborating and communicating with other educational personnel. Proactively provides leadership in these efforts. <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