

PSD Evaluation

ESA and Support Personnel Evaluation: High School Athletic Coordinator 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 scholarship and research in the field of High School athletics	Demonstrates limited understanding of current scholarship and research in the field of high school athletics. <input type="checkbox"/>	Shows a basic understanding of scholarship and research relevant to high school athletics. <input type="checkbox"/>	Demonstrates a solid understanding of scholarship and research in high school athletics. <input type="checkbox"/>	Exhibits an exceptional understanding of scholarship and research in high school athletics. <input type="checkbox"/>
1.2: Engagement with athletic policy, regulations, and best practice	Shows little engagement with relevant policy, regulations, or best practices. <input type="checkbox"/>	Utilizes some policy, regulations, or best practices to inform athletic programs. <input type="checkbox"/>	Regularly engages with policy, regulations, or best practices to inform athletic programs. <input type="checkbox"/>	Contributes to the generation of new knowledge through research, publication, or collaboration. <input type="checkbox"/>
1.3: Applying professional literature and guidelines into practice (i.e. WIAA regulations, NCAA guidelines, etc.)	Fails to integrate new knowledge into practice effectively. <input type="checkbox"/>	Requires occasional guidance to apply professional literature and guidelines effectively. <input type="checkbox"/>	Consistently applies relevant literature and guidelines into athletic program development and improvement efforts. <input type="checkbox"/>	Shows evidence of critical analysis and synthesis of complex issues and research findings in high school athletics. Serves as a leader in promoting evidence-based practices and advancing high school athletics. <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: Scheduling, budgeting, and athletic program management	Demonstrates poor understanding or application of scheduling, budgeting, or athletic program management. <input type="checkbox"/>	Utilizes some scheduling, budgeting, or athletic program management effectively but may struggle with others. <input type="checkbox"/>	Utilizes scheduling, budgeting, and athletic program management effectively. <input type="checkbox"/>	Demonstrates mastery of scheduling, budgeting, and athletic program management. <input type="checkbox"/>
2.2: Planning and facilitating athletic events	Shows limited ability to plan and facilitate athletic events or activities. <input type="checkbox"/>	Shows some ability to plan and facilitate athletic events or activities. <input type="checkbox"/>	Demonstrates the ability to plan and facilitate athletic events or activities competently. <input type="checkbox"/>	Shows creativity and innovation in planning and facilitating athletic events or activities. <input type="checkbox"/>
2.3: Completing coaching evaluations	Fails to conduct coaching evaluations effectively. Lacks consistency in evaluation methods and criteria. Does not follow established evaluation procedures or timelines. <input type="checkbox"/>	Conducts coaching evaluations with some effectiveness. Demonstrates basic consistency in evaluation methods and criteria. Generally, follows established evaluation procedures and timelines. <input type="checkbox"/>	Conducts coaching evaluations effectively. Demonstrates consistency in evaluation methods and criteria. Adheres to established evaluation procedures and timelines consistently. <input type="checkbox"/>	Excels in conducting coaching evaluations. Utilizes a variety of evaluation methods and criteria effectively. Sets high standards for coaching performance and holds coaches accountable. Demonstrates exceptional consistency in following evaluation procedures and timelines. <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 athletic environment	Struggles to effectively manage the special and technical aspects of the athletic environment. <input type="checkbox"/>	Inconsistently manages the special and technical aspects of the athletic environment. <input type="checkbox"/>	Effectively manages the special and technical aspects of the athletic environment. <input type="checkbox"/>	Proactively and successfully manages the special and technical aspects of the athletic environment. <input type="checkbox"/>
3.2: Organization and planning skills	Shows poor organization and planning skills (eg. sports schedules, scheduling appropriate parent/coach's meetings in a timely manner, athletic eligibility). <input type="checkbox"/>	Demonstrates basic organization and planning skills (eg. sports schedules, scheduling appropriate parent/coach's meetings in a timely manner, athletic eligibility). <input type="checkbox"/>	Demonstrates strong organization and planning skills (eg. sports schedules, scheduling appropriate parent/coach's meetings in a timely manner, athletic eligibility). <input type="checkbox"/>	Demonstrates exceptional organization and planning skills (eg. sports schedules, scheduling appropriate parent/coach's meetings in a timely manner, athletic eligibility). <input type="checkbox"/>
3.3: Maintaining accurate records and adhering to relevant policies and procedures	Fails to maintain accurate records or adhere to relevant regulations and procedures. <input type="checkbox"/>	Maintains records and adheres to relevant regulations and procedures with occasional oversight. <input type="checkbox"/>	Maintains accurate records and adheres to relevant regulations and procedures consistently. <input type="checkbox"/>	Maintains meticulous records and consistently adheres to relevant regulations 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 with students, parents, and colleagues	Fails to demonstrate professionalism in interactions with athletes, coaches, parents, and educational personnel. <input type="checkbox"/>	Demonstrates professionalism in interactions with athletes, coaches, parents, and educational personnel, but with occasional lapses. <input type="checkbox"/>	Consistently demonstrates professionalism in interactions with athletes, coaches, parents, and educational personnel. <input type="checkbox"/>	Exemplifies professionalism in interactions with athletes, coaches, parents, and educational personnel. <input type="checkbox"/>
4.2: Communication skills, empathy, and sensitivity	Shows poor communication skills and lacks empathy and sensitivity. <input type="checkbox"/>	Communicates effectively and demonstrates empathy and sensitivity. <input type="checkbox"/>	Communicates effectively and demonstrates empathy and sensitivity. <input type="checkbox"/>	Communicates with exceptional effectiveness and demonstrates empathy and sensitivity in all interactions. <input type="checkbox"/>
4.3: 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 confidentiality and upholds the highest ethical standards consistently. <input type="checkbox"/>
4.4: Reflecting on practice	Does not reflect on practice, or the 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. Athletic Coordinator makes some specific suggestions as to improve the overall graduation program. <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"/>
4.5: Growing and developing professionally	Demonstrates little or no interest in professional learning and takes no initiative to improve. Resists discussing feedback on their practice or ignores feedback that is given. <input type="checkbox"/>	Engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth. Invites, accepts and acts on feedback given by colleagues. <input type="checkbox"/>	Seeks out and identifies high-quality opportunities to grow and learn. Invites feedback from colleagues, plays an active role in the analysis of practice and works collaboratively to understand and act on feedback. <input type="checkbox"/>	Seeks out and identifies high-quality opportunities to grow and learn and takes a leadership role in the school and/or program, directing and supporting their own and other's learning. Models and supports a culture of growth and process for seeking, providing, and acting on feedback. <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 student-athletes, parents, coaches, and educational personnel.	Shows little involvement in assisting athletes, parents, coaches, or educational personnel with athletic needs. <input type="checkbox"/>	Provides some involvement in assisting athletes, parents, coaches, and educational personnel with athletic needs. <input type="checkbox"/>	Actively involved in assisting athletes, parents, coaches, and educational personnel with athletic needs. <input type="checkbox"/>	Exceptionally involved in assisting athletes, parents, coaches, and educational personnel with athletic needs. <input type="checkbox"/>
5.2: Providing support or resources to stakeholders	Fails to provide adequate resources or support. <input type="checkbox"/>	Offers some resources and support. <input type="checkbox"/>	Provides comprehensive resources and support. <input type="checkbox"/>	Proactively provides resources and support to all. Accesses resources from external organizations. <input type="checkbox"/>
5.3: Taking initiative to address concerns and provide guidance	Lacks initiative in addressing concerns or providing assistance. <input type="checkbox"/>	Not consistently proactive in addressing concerns. <input type="checkbox"/>	Takes initiative in addressing concerns and providing assistance. <input type="checkbox"/>	Proactively addresses concerns and provides innovative solutions throughout 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