

PSD Evaluation

ESA and Support Personnel Evaluation: Instructional Coach, Mentor, 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 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 understanding of research, theories, and instructional support strategies.	Displays little or no understanding of research, theories, or instructional strategies. <input type="checkbox"/>	Shows limited understanding and inconsistently applies research-based strategies. <input type="checkbox"/>	Demonstrates solid understanding and effectively applies instructional strategies. <input type="checkbox"/>	Exemplifies deep expertise, integrating advanced research-based strategies. <input type="checkbox"/>
1.2: Identifies instructional improvement needs and sets appropriate goals.	Does not recognize instructional improvement needs or set clear goals. <input type="checkbox"/>	Identifies some instructional needs but goals are vague or misaligned. <input type="checkbox"/>	Consistently assesses needs and sets clear, aligned goals. <input type="checkbox"/>	Proactively refines goals with stakeholders to drive instructional excellence. <input type="checkbox"/>
1.3: Develops and utilizes resources to enhance instructional support programs.	Does not seek or utilize appropriate resources for instructional support. <input type="checkbox"/>	Uses limited resources but does not fully align them with needs. <input type="checkbox"/>	Effectively identifies and implements appropriate support resources. <input type="checkbox"/>	Innovates and maximizes diverse resources to enhance instructional capacity. <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: Collaborates with teachers to design rigorous, standards-based instruction.	Does not engage in collaborative instructional design. <input type="checkbox"/>	Provides minimal or inconsistent collaboration. <input type="checkbox"/>	Actively collaborates to design effective, standards-based instruction. <input type="checkbox"/>	Leads and fosters high-quality, innovative instructional collaboration. <input type="checkbox"/>
2.2: Engages teachers in professional learning and provides timely feedback.	Does not facilitate professional learning or provide feedback. <input type="checkbox"/>	Provides limited learning opportunities and inconsistent feedback. <input type="checkbox"/>	Leads impactful professional development and fosters a growth culture. <input type="checkbox"/>	Leads transformative professional learning that drives sustained instructional improvement. Uses data-driven feedback to ensure lasting impact and empower teacher leadership. <input type="checkbox"/>
2.3: Adapts and provides responsive professional support based on teacher needs.	Does not adjust support to meet teacher needs. <input type="checkbox"/>	Occasionally adapts support but with limited effectiveness. <input type="checkbox"/>	Consistently adapts support based on teacher needs and feedback. <input type="checkbox"/>	Anticipates needs and innovates support for maximum impact. <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: Creates a respectful, emotionally safe culture that promotes collaboration.	Does not create a safe, respectful, or collaborative environment. <input type="checkbox"/>	Attempts to foster collaboration but inconsistently. <input type="checkbox"/>	Establishes a safe, respectful, and collaborative culture. <input type="checkbox"/>	Excels in fostering a culture of trust, respect, and collaboration. <input type="checkbox"/>
3.2: Establishes clear access to support services and structures while maintaining accurate records, projects, and budgets as needed.	Does not provide access to support services and structures or manage records, projects, and/or budgets. <input type="checkbox"/>	Provides some access but lacks consistency in managing records, projects, and/or budgets. <input type="checkbox"/>	Ensures clear access to services with accurate records, projects, and/or budgets. <input type="checkbox"/>	Anticipates needs, optimizing access and systems for seamless service delivery with exemplary records, projects and/or management of budgets. <input type="checkbox"/>
3.3: Promotes continuous instructional improvement and professional conduct.	Does not encourage improvement or uphold professional standards. <input type="checkbox"/>	Acknowledges improvement but inconsistently promotes it. <input type="checkbox"/>	Advocates for ongoing instructional growth and ethical conduct. <input type="checkbox"/>	Leads initiatives to drive continuous instructional improvement. <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: Engages in reflective practice and professional learning.	Does not engage in reflective practice or professional learning. <input type="checkbox"/>	Reflects minimally with limited impact on practice. <input type="checkbox"/>	Consistently reflects and applies learning to improve practice. <input type="checkbox"/>	Demonstrates deep reflection and drives professional learning communities. <input type="checkbox"/>
4.2: Maintains professionalism, integrity, and confidentiality.	Does not adhere to ethical, professional, or confidentiality standards. <input type="checkbox"/>	Maintains professionalism inconsistently. <input type="checkbox"/>	Upholds high professional and ethical standards. <input type="checkbox"/>	Models exemplary professionalism and ethical leadership. <input type="checkbox"/>
4.3: Collaborates with specialists and contributes to school/district initiatives.	Works in isolation and does not engage in collaboration. <input type="checkbox"/>	Engages minimally in collaboration with other specialists or initiatives. <input type="checkbox"/>	Actively collaborates and contributes to school/district-wide efforts. <input type="checkbox"/>	Leads collaborative initiatives that enhance school/district-wide practices. <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: Provides support and resources to students, parents, and educational personnel.	Does not provide necessary support and resources. <input type="checkbox"/>	Provides minimal support with limited impact. <input type="checkbox"/>	Consistently offers valuable support and resources. <input type="checkbox"/>	Proactively expands support services for greater impact. <input type="checkbox"/>
5.2: Takes initiative to address concerns and enhance instructional efforts.	Does not take initiative or address concerns effectively. <input type="checkbox"/>	Occasionally addresses concerns but lacks consistency. <input type="checkbox"/>	Proactively identifies and addresses instructional needs. <input type="checkbox"/>	Leads initiatives to enhance instructional effectiveness. <input type="checkbox"/>
5.3: Engages in broader school and community initiatives to support learning.	Does not participate in school or community initiatives. <input type="checkbox"/>	Participates occasionally but with minimal engagement. <input type="checkbox"/>	Actively engages in school and community learning efforts. <input type="checkbox"/>	Leads impactful initiatives fostering school-community collaboration. <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