

# PSD Evaluation

## ESA and Support Personnel Evaluation: Itinerant Teacher Comprehensive

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### Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

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### Evaluator information:

Evaluator Name
<input type="text"/>

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### 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
<b>1.1 Applying Knowledge of Content and Pedagogy:</b> Emphasizes the importance of content knowledge and how it is applied in teaching practices.	Demonstrates a lack of understanding of content knowledge and its application in teaching practices. <input type="checkbox"/>	Shows a basic understanding and application of content knowledge in teaching practices with frequent inconsistencies. <input type="checkbox"/>	Consistently applies solid content knowledge to enhance teaching practices, leading to effective student learning. <input type="checkbox"/>	Exemplifies expert application of content knowledge in teaching practices, significantly enhancing student learning and engagement. <input type="checkbox"/>
<b>1.2 Knowing and Valuing Students:</b> Focuses on understanding students' backgrounds and experiences to enhance learning.	Demonstrates little to no understanding of students' backgrounds and experiences, resulting in ineffective learning environments. <input type="checkbox"/>	Shows a basic understanding of students' backgrounds and experiences but applies this knowledge inconsistently in the classroom. <input type="checkbox"/>	Consistently demonstrates a strong understanding of students' backgrounds and experiences, using this knowledge to create effective learning environments. <input type="checkbox"/>	Exemplifies an expert understanding of students' backgrounds and experiences, creating an inclusive and highly effective learning environment. <input type="checkbox"/>
<b>1.3 Instructional Materials:</b> Teachers utilize high-quality instructional materials to ensure access to rigorous content and support specific student needs, furthering engagement and mastery.	Demonstrates inadequate selection and use of instructional materials, leading to limited student engagement and learning. <input type="checkbox"/>	Shows basic selection and use of instructional materials with some alignment to curriculum standards and student needs, but inconsistencies are evident. <input type="checkbox"/>	Consistently selects and uses high-quality instructional materials that align with curriculum standards, meet diverse student needs, and support engagement and mastery. <input type="checkbox"/>	Exemplifies expert selection and use of instructional materials, ensuring that all materials are of the highest quality, aligned with curriculum standards, and tailored to meet the diverse needs of all students, resulting in high engagement and mastery. <input type="checkbox"/>
<b>1.4 Planning Coherent Instruction:</b> Highlights the need for thorough preparation and structuring of lessons to meet learning goals.	Demonstrates inadequate preparation and structuring of lessons, resulting in disorganized and ineffective instruction. <input type="checkbox"/>	Shows basic preparation and structuring of lessons, with some elements of coherence, but inconsistencies are evident. <input type="checkbox"/>	Consistently demonstrates thorough preparation and structuring of lessons, resulting in coherent and effective instruction. <input type="checkbox"/>	Exemplifies expert preparation and structuring of lessons, creating a highly coherent and impactful learning experience. <input type="checkbox"/>
<b>1.5 Fostering a culture of learning:</b> Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.	Demonstrates little to no effort in fostering a culture of learning, resulting in a disengaged and unmotivated classroom environment. <input type="checkbox"/>	Shows basic efforts in fostering a culture of learning, with some promotion of perseverance and strategies, but inconsistently applied. <input type="checkbox"/>	Consistently fosters a culture of learning where both teachers and students encourage perseverance and use effective strategies to support each other through challenging work. <input type="checkbox"/>	Exemplifies an exceptional culture of learning where teachers and students consistently and enthusiastically encourage perseverance and use sophisticated strategies to support each other through the most challenging work. <input type="checkbox"/>
<b>Criterion 1: Overall Score</b>	<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
<b>2.1 <u>Setting Instructional Outcomes:</u></b> Involves setting goals that are aligned with students' needs and standards.	Does not set clear instructional outcomes or goals that align with students' needs or standards.  <input type="checkbox"/>	Sets instructional outcomes that are somewhat aligned with students' needs and standards.  <input type="checkbox"/>	Consistently sets clear and challenging instructional outcomes that align with students' needs and standards.  <input type="checkbox"/>	Sets exemplary instructional outcomes that go beyond basic standards and address deeper learning goals.  <input type="checkbox"/>
<b>2.2 <u>Assessing Student Progress:</u></b> Focuses on designing and using assessments to inform instruction.	Does not design assessments that align with learning objectives or standards.  <input type="checkbox"/>	Designs assessments that are somewhat aligned with learning objectives and standards.  <input type="checkbox"/>	Designs varied and effective assessments that align closely with learning objectives and standards.  <input type="checkbox"/>	Designs highly innovative and rigorous assessments that challenge students and promote deep understanding of content.  <input type="checkbox"/>
<b>2.3 <u>Using Questioning and Discussion Techniques:</u></b> Encourages engaging students through questioning and discussions.	Rarely uses questioning or discussion techniques to engage students.  <input type="checkbox"/>	Uses questioning and discussion techniques inconsistently to engage students.  <input type="checkbox"/>	Uses a variety of questioning and discussion techniques effectively to engage students.  <input type="checkbox"/>	Uses highly effective questioning and discussion techniques that consistently engage and challenge students.  <input type="checkbox"/>
<b>2.4 <u>Communicating About Purpose and Content:</u></b> Emphasizes clarity in communicating the purpose and content of lessons.	Fails to communicate clear objectives or purpose for lessons.  <input type="checkbox"/>	Communicates objectives and content with some clarity but may lack consistency.  <input type="checkbox"/>	Communicates clear and well-defined objectives and content for lessons.  <input type="checkbox"/>	Communicates objectives and content with exceptional clarity and precision.  <input type="checkbox"/>
<b>2.5 <u>Engaging Students in Learning:</u></b> Focuses on student engagement in meaningful learning experiences.	Fails to engage students in meaningful learning experiences.  <input type="checkbox"/>	Occasionally engages students in learning experiences that are somewhat meaningful.  <input type="checkbox"/>	Engages students consistently in meaningful learning experiences.  <input type="checkbox"/>	Excels in engaging students deeply in meaningful and transformative learning experiences.  <input type="checkbox"/>
<b>Criterion 2: Overall Score</b>	<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
<b>3.1 <u>Cultivating Respectful and Affirming Environments:</u></b> Addresses creating a positive and inclusive classroom environment.	The educator fails to create a positive and inclusive classroom environment, contributing to a negative or exclusive atmosphere.	The educator makes some efforts to create a positive and inclusive classroom environment, but results are inconsistent or minimal.	The educator consistently creates a positive and inclusive classroom environment, actively fostering respect and affirmation among all students.	The educator excels in creating a highly respectful and affirming classroom environment that goes above and beyond basic expectations.
<b>3.2 <u>Supporting Positive Student Behavior:</u></b> Involves strategies to promote and manage positive student behavior.	Shows little to no effort in promoting or managing positive student behavior.	Demonstrates some effort in promoting and managing positive student behavior, but with inconsistent results.	Effectively promotes and manages positive student behavior through intentional strategies.	Excels in promoting and managing positive student behavior, fostering a highly supportive and productive classroom environment.
<b>3.3 <u>Organizing Spaces for Learning:</u></b> Focuses on how educators organize physical and virtual spaces to support learning.	The educator fails to effectively organize both physical and virtual spaces to support learning.	The educator demonstrates some effort in organizing physical and virtual spaces but with limited effectiveness.	The educator effectively organizes both physical and virtual spaces to support a variety of learning activities.	The educator demonstrates exemplary organization of physical and virtual spaces, enhancing learning experiences significantly.
<b>Criterion 3: Overall Score</b>				

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
<b>4.1 Engaging in Reflective Practice:</b> Focuses on self-reflection and improvement based on feedback and experience.	Shows minimal effort or engagement in self-reflection and improvement based on feedback and experience.	Displays basic professionalism in interactions with students, colleagues, and families.	Consistently engages in reflective practices to improve teaching, demonstrating a structured approach to self-assessment and growth.	Exemplifies exceptional commitment and effectiveness in reflective practice, continuously improving teaching through deep self-reflection and refinement of instructional approaches.
<b>4.2 Documenting Student Progress:</b> Involves maintaining accurate and useful records of student progress	Demonstrates inadequate skills in maintaining accurate and useful records of student progress.	Demonstrates basic skills in maintaining records of student progress, but with limitations in accuracy, organization, or usefulness.	Consistently maintains accurate and useful records of student progress, using data effectively to inform instructional practices.	Exemplifies exceptional proficiency in documenting student progress, utilizing sophisticated methods to inform and enhance instructional practices.
<b>4.3 Using Assessment for Learning:</b> Involves using assessments to guide instructional decisions and provide feedback.	Does not use assessments effectively to guide instructional decisions or provide feedback to students.	Uses assessments inconsistently to guide instructional decisions.	Uses a variety of assessments effectively to guide instructional decisions and monitor student progress.	Excels in using assessments to drive instructional decisions and enhance student learning outcomes.
<b>4.4 Growing and Developing Professionally:</b> Emphasizes the importance of continuous professional development and learning	Shows little to no effort in engaging in continuous professional development or learning.	Demonstrates some effort in engaging in professional development and learning, but with limited commitment or depth.	Actively engages in continuous professional development and learning, demonstrating a commitment to improving teaching practice.	Exemplifies exceptional dedication and effectiveness in growing and developing professionally, influencing colleagues and contributing to the broader educational community.
<b>4.5 Acting Ethically on Behalf of Students:</b> Highlights maintaining ethical standards and acting in students' best interests.	Demonstrates behaviors that do not uphold ethical standards or consistently act in the best interests of students.	Demonstrates some effort in maintaining ethical standards and acting in the best interests of students, but with inconsistencies.	Consistently maintains high ethical standards and acts decisively in the best interests of students.	Exemplifies exceptional commitment to ethical behavior and advocacy for students, setting a positive example within the educational community.
<b>Criterion 4: Overall Score</b>				

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
<b>5.1 <u>Engaging Families &amp; Communities:</u></b> Highlights the importance of engaging with families and the community to support student learning.	Demonstrates minimal or ineffective engagement with families and the community, resulting in limited support for student learning.	Shows basic engagement with families and the community, with some efforts to support student learning, though inconsistently applied.	Consistently engages with families and the community, effectively supporting student learning through collaboration and communication.	Exemplifies expert engagement with families and the community, fostering a collaborative and supportive environment that significantly enhances student learning.
<b>5.2 <u>Utilizing paraprofessionals and support staff:</u></b> Highlights the importance of the itinerant teacher guiding and supporting staff members (paraprofessionals, job coaches, classified staff members etc.) within the educational setting	Does not provide clear roles, expectations or guidance for the paraprofessional or other support staff members. Staff appear unsure of the tasks and responsibilities, often leading to confusion and inefficiency. There is little to no collaboration or communication.	Provides general direction to the paraprofessional but lacks clarity or consistency in roles and responsibilities. There is some evidence of communication, but it may be informal or reactive. The paraprofessional is sometimes engaged in meaningful tasks but may be underutilized or misdirected.	Clearly defines and communicates the paraprofessional's role and responsibilities. There is regular, purposeful communication and coordination to ensure smooth classroom procedures. The paraprofessional is effective and consistently engaged in supporting instruction and managing routines.	The teacher and paraprofessionals function as a highly collaborative, cohesive team. The paraprofessional has clear responsibilities and autonomy to carry them out effectively. The teacher provides coaching, feedback, and professional respect, leading to seamless integration of support and maximized student learning and independence. The paraprofessional's contributions are valued and leveraged for continuous improvement.
<b>5.3 <u>Responding Flexibly to Student Needs:</u></b> Highlights adapting instruction to meet diverse student needs.	Does not adapt instruction to meet diverse student needs.	Makes limited attempts to adapt instruction to some student needs.	Adapts instruction effectively to meet diverse student needs.	Excels in adapting instruction creatively and comprehensively to meet the diverse and evolving needs of all students.
<b>Criterion 5: Overall Score</b>				

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"/>
<b>Overall Evaluation Score</b>	_____			
	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