

PSD Evaluation

ESA and Support Personnel Evaluation: On-Time Graduation 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: Understanding of current strategies and approaches to on-time graduation initiatives	Demonstrates limited understanding of current strategies and approaches to on-time graduation initiatives. <input type="checkbox"/>	Shows a basic understanding of strategies and approaches relevant to on-time graduation initiatives. <input type="checkbox"/>	Demonstrates a solid understanding of strategies and approaches to on-time graduation initiatives. <input type="checkbox"/>	Exhibits an exceptional understanding of strategies and approaches to on-time graduation initiatives. Engages in additional research. <input type="checkbox"/>
1.2: Engagement with relevant literature and data	Shows little engagement with relevant literature, data, or best practices. <input type="checkbox"/>	Utilizes some literature, data, or best practices to inform interventions. <input type="checkbox"/>	Regularly engages with literature, data, or best practices to inform interventions. <input type="checkbox"/>	Contributes to the creation of new knowledge through research, publication, or collaboration. <input type="checkbox"/>
1.3: Applying scholarly knowledge into practice	Fails to integrate new knowledge into practice for program development and improvement. <input type="checkbox"/>	Occasionally applies theories, models, and trends into practice for program development and improvement. <input type="checkbox"/>	Consistently applies theories, models, and trends into program development and improvement efforts. <input type="checkbox"/>	Fully applies theories, models, and trends into program development and improvement efforts. Serves as a leader in promoting evidence-based practices and advancing the field in program development across the district. <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: Proficiency of specialized skills. Examples of Evidence: Managing credit retrieval, intervention support, at-risk meetings with students and families	Lacks specialized skills required for effective on-time graduation support. <input type="checkbox"/>	Demonstrates some specialized skills for on-time graduation support. <input type="checkbox"/>	Displays proficiency in specialized skills for on-time graduation support. <input type="checkbox"/>	Proactively and successfully exhibits proficiency in specialized skills for on-time graduation support. <input type="checkbox"/>
2.2: Interventions & strategies	Demonstrates poor understanding or application of interventions and strategies. <input type="checkbox"/>	Utilizes some interventions and strategies effectively but may struggle with others. <input type="checkbox"/>	Utilizes a wide range of interventions and strategies effectively. <input type="checkbox"/>	Demonstrates mastery of a wide array of interventions and strategies. <input type="checkbox"/>
2.3: Ability to adapt approaches to meet student needs	Shows limited ability to adapt approaches to diverse student needs or situations. <input type="checkbox"/>	Shows some ability to adapt approaches to meet some individual student needs. <input type="checkbox"/>	Demonstrates flexibility in adapting approaches to meet diverse student needs or situations. <input type="checkbox"/>	Shows creativity and innovation in tailoring approaches to all individual student needs or situations. <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 on-time graduation environment	Struggles to effectively manage the special and technical aspects of the on-time graduation support program. <input type="checkbox"/>	Manages the special and technical aspects of the on-time graduation support program adequately. <input type="checkbox"/>	Effectively manages the special and technical aspects of the on-time graduation support program. <input type="checkbox"/>	Proactively and successfully manages the special and technical aspects of the on-time graduation support program. <input type="checkbox"/>
3.2: Organization and planning skills. Examples of Evidence: Credit recovery program, scheduling appropriate meetings in a timely manner with teachers, students, and families	Shows poor organization and planning skills. <input type="checkbox"/>	Demonstrates basic organization and planning skills. <input type="checkbox"/>	Demonstrates strong organization and planning skills. <input type="checkbox"/>	Demonstrates exceptional organization and 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"/>	Maintains records and adheres to relevant policies and procedures with occasional oversight. <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 with students, parents and educational personnel	Fails to demonstrate professionalism in interactions with students, parents, and educational personnel. <input type="checkbox"/>	Demonstrates professionalism in interactions with students, parents, and educational personnel, but with occasional lapses. <input type="checkbox"/>	Consistently demonstrates professionalism in interactions with students, parents, and educational personnel. <input type="checkbox"/>	Exemplifies professionalism in all interactions with students, parents, and educational personnel. <input type="checkbox"/>
4.2: Communication skills and empathy and sensitivity	Shows poor communication skills and lacks empathy and sensitivity. <input type="checkbox"/>	Communicates adequately and shows some 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	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. 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 with assisting students, parents, and educational personnel	Shows little involvement in assisting students, parents, or educational personnel with on-time graduation support. Fails to provide adequate resources, support or guidance. <input type="checkbox"/>	Provides some involvement in assisting students, parents, and educational personnel with on-time graduation support. Offers some resources, support and guidance. <input type="checkbox"/>	Actively involved in assisting students, parents, and educational personnel with on-time graduation support. Provides comprehensive resources, support, and guidance. <input type="checkbox"/>	Proactively and successfully involved in assisting students, parents, and educational personnel with on-time graduation support. Goes above and beyond to provide resources, support and guidance. <input type="checkbox"/>
5.2: Collaborating with teachers, counselors, administrators and educational support staff	Not available to staff for questions, planning, and declines to attend meetings or provide information for the student. <input type="checkbox"/>	Available to staff for questions, planning, attends some meetings and provides some information when requested. <input type="checkbox"/>	Initiates contact with teachers, administrators, counselors, and support staff regarding individual student needs. <input type="checkbox"/>	Proactive in seeking out teachers, administrators, counselors, and support staff to develop a comprehensive plan to address student needs. Goes above and beyond to ensure student has wrap around supports in the building. <input type="checkbox"/>
5.3: Taking Initiative to address concerns and providing assistance	Lacks initiative in addressing concerns or providing assistance. <input type="checkbox"/>	Not always proactive in addressing concerns and providing assistance. <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