

# PSD Evaluation

## Interpreter Tutor Evaluation

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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	Evaluator Work Location
<input type="text"/>	<input type="text" value="Please, select location"/>

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### Evaluation information:

School Year
<input type="text"/>

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### Evaluation Directions:

- For each PESPA employee, the evaluator will complete the evaluation by checking the box in the corresponding Level of Performance (Unsatisfactory, Basic, Proficient, or Distinguished) for each individual criteria rubric that best describes the employee's performance in that specific component for each of the seven evaluation criteria.
- Check the box below each individual criterion rubric that reflects that employee's "overall" evaluation score.
- Write comments below each individual criterion rubric that supports that overall score (required for scores of Unsatisfactory or Basic).
- Verify the overall score for each criterion and select the "overall" evaluation score.
- Complete the Summary Comments and Future Focus sections.
- The employee and evaluator will need to meet to review, sign, and date the evaluation.
- The employee may attach a statement (optional).

## Criterion 1: Communication

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
<b>1.1:</b> Communicates effectively with staff and students orally, in writing, and nonverbally.	Struggles to communicate clearly and professionally with staff and/or students. Frequent misunderstandings occur.  <input type="checkbox"/>	Communicates clearly in some situations, but there are occasional misunderstandings or lack of clarity.  <input type="checkbox"/>	Communicates clearly and effectively with staff and students, both orally and in writing, with few misunderstandings.  <input type="checkbox"/>	Communicates exceptionally clearly and effectively, adapting language and tone appropriately for staff and students. Demonstrates strong nonverbal communication skills.  <input type="checkbox"/>
<b>1.2:</b> Understands and follows oral and written directions.	Frequently misinterprets or ignores directions, requiring additional clarification.  <input type="checkbox"/>	Understands and follows directions with some need for clarification or follow-up.  <input type="checkbox"/>	Understands and follows directions accurately, with minimal need for clarification.  <input type="checkbox"/>	Consistently follows directions promptly and accurately, showing full comprehension with no need for further clarification.  <input type="checkbox"/>
<b>1.3:</b> Communicates appropriately with families following teacher or administrator directions.	Does not follow teacher or administrator directions in communicating with families; communication may be inappropriate or unclear.  <input type="checkbox"/>	Follows directions to communicate with families, but may lack clarity, professionalism, or consistency.  <input type="checkbox"/>	Follows teacher or administrator directions, communicating clearly and appropriately with families in most situations.  <input type="checkbox"/>	Consistently communicates with families in a clear, professional, and respectful manner, fully aligned with teacher or administrator guidance.  <input type="checkbox"/>
<b>Criterion 1: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Criterion 2: Fostering Belonging and Inclusion

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
<b>2.1:</b> Recognizes and values the importance of diversity in the learning environment	<p>Fails to recognize the value of diversity. Demonstrates no understanding of its impact on creating an inclusive, supportive learning environment.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Acknowledges the importance of diversity but demonstrates limited understanding of how it enhances the learning environment. Efforts to incorporate diversity are minimal or inconsistent.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Understands and actively recognizes the value of diversity in the learning environment. Makes clear, intentional efforts to foster inclusion by respecting and incorporating diverse perspectives and backgrounds.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently recognizes the value of diversity and proactively fosters an inclusive environment by embracing diverse perspectives and promoting all voices, ensuring a sense of belonging for all learners.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>2.2:</b> Welcoming and inclusive of all students, recognizing and respecting their diverse backgrounds.	<p>Does not demonstrate an inclusive attitude towards all students and families. Fails to recognize or respect their diverse backgrounds.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Demonstrates some inclusivity but may not fully engage or acknowledge all students. May recognize and respect some, but not all students' diverse backgrounds.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently welcoming and inclusive of all students, respecting and recognizing their diverse backgrounds.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Enthusiastically creates an environment where all students feel welcomed, valued, and respected, recognizing their diverse backgrounds including various family structures and dynamics.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>2.3:</b> Understands inclusive practices and is open to learning new practices and strategies to support all students.	<p>Lacks understanding of inclusive practices and is resistant to learning or applying new strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Understands some inclusive practices but may struggle to implement them consistently or show reluctance to learn new strategies.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Consistently applies inclusive practices and is open to learning and applying new strategies to support all students.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Actively seeks out and incorporates new strategies, consistently applying inclusive practices to enhance support for all students.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<b>Criterion 2: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

### Criterion 3: Professionalism and Ethical Practice

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1:</b> Maintains confidentiality.	Frequently breaches confidentiality, sharing sensitive information inappropriately. <input type="checkbox"/>	Generally maintains confidentiality but may occasionally share information inappropriately or without authorization. <input type="checkbox"/>	Consistently maintains confidentiality and respects privacy of students, staff, and families. <input type="checkbox"/>	Always upholds the highest standard of confidentiality, consistently handling sensitive information with utmost care and professionalism. <input type="checkbox"/>
<b>3.2:</b> Understands and adheres to mandatory reporting responsibilities.	Lacks understanding of mandatory reporting responsibilities and fails to act accordingly when necessary. <input type="checkbox"/>	Understands mandatory reporting responsibilities but may need reminders or clarification in certain situations. <input type="checkbox"/>	Understands and follows mandatory reporting responsibilities, acting appropriately when required. <input type="checkbox"/>	Demonstrates an in-depth understanding of mandatory reporting responsibilities and responds promptly and appropriately in all situations. <input type="checkbox"/>
<b>3.3:</b> Supports school and district initiatives and policies.	Rarely supports or engages in school and district initiatives or policies. <input type="checkbox"/>	Occasionally supports school and district initiatives but may not consistently adhere to district policies. <input type="checkbox"/>	Regularly supports school and district initiatives and projects and consistently adheres to district policies. <input type="checkbox"/>	Consistently supports and actively engages in school and district initiatives and projects and adheres to all district policies. <input type="checkbox"/>
<b>3.4:</b> Reports to work on time. Complies with leaves and attendance policies.	Frequently tardy and/or leaves early from work shift without approval. Fails to consistently adhere to leave & attendance policies. <input type="checkbox"/>	Has some issues with punctuality, but does not significantly affect overall performance. Generally adheres to leave and attendance policies. <input type="checkbox"/>	Demonstrates consistent punctuality, showing responsibility in fulfilling obligations. Fully complies with leave and attendance policies. <input type="checkbox"/>	Exemplifies perfect attendance and punctuality, consistently present and on time, demonstrating high levels of responsibility & full compliance with relevant policies. <input type="checkbox"/>
<b>3.5:</b> Dresses appropriately for the work environment.	Often dresses inappropriately or unprofessionally for the work environment. <input type="checkbox"/>	Sometimes dresses appropriately but occasionally falls short of professional expectations for the work environment. <input type="checkbox"/>	Consistently dresses appropriately for the work environment, adhering to professional standards. <input type="checkbox"/>	Always dresses impeccably, maintaining professional appearance aligned with the expectations of the work environment. <input type="checkbox"/>
<b>Criterion 3: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Criterion 4: Collaboration

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
<b>4.1:</b> Participates in professional, constructive conversations.	Avoids or participates minimally in conversations, often contributing negatively or destructively.  <input type="checkbox"/>	Participates in conversations but may struggle to stay constructive or positive at times.  <input type="checkbox"/>	Actively participates in conversations, contributing constructively and maintaining a professional tone.  <input type="checkbox"/>	Leads and fosters professional, constructive conversations, creating an environment where all perspectives are valued and respected.  <input type="checkbox"/>
<b>4.2:</b> Supports and adheres to building/team agreements and expectations.	Frequently disregards building/team agreements or disrupts processes. Does not comply with expectations.  <input type="checkbox"/>	Adheres to building/team agreements inconsistently and may need reminders to stay aligned with expectations.  <input type="checkbox"/>	Consistently supports and adheres to building/team agreements and expectations, contributing to positive dynamics.  <input type="checkbox"/>	Actively promotes and ensures adherence to building/team agreements and expectations, helping to guide them towards effective collaboration.  <input type="checkbox"/>
<b>4.3:</b> Shares ideas and expertise with others.	Rarely shares ideas or expertise, even when appropriate.  <input type="checkbox"/>	Occasionally shares ideas and expertise but may not do so consistently or openly.  <input type="checkbox"/>	Regularly shares valuable ideas and expertise, contributing to the growth and development of the team.  <input type="checkbox"/>	Frequently shares innovative ideas and expertise, helping others grow and inspiring collaborative thinking.  <input type="checkbox"/>
<b>4.4:</b> Solves problems effectively and collaboratively.	Struggles to engage in problem-solving with the team or works independently without seeking others' input.  <input type="checkbox"/>	Participates in problem-solving but may not always contribute collaboratively or effectively.  <input type="checkbox"/>	Actively engages in collaborative problem-solving, contributing ideas and solutions to the team.  <input type="checkbox"/>	Leads collaborative problem-solving efforts, facilitating discussions that lead to innovative and effective solutions.  <input type="checkbox"/>
<b>4.5:</b> Resolves conflict at the lowest level possible.	Avoids conflict resolution or escalates conflicts unnecessarily. Addresses conflict in front of other adults or students instead of privately.  <input type="checkbox"/>	Attempts to resolve conflicts but may not always do so effectively or at the lowest level.  <input type="checkbox"/>	Resolves conflicts effectively at the lowest level possible, maintaining professionalism and respect for others.  <input type="checkbox"/>	Skillfully addresses and resolves conflicts at the lowest level, using diplomacy and facilitating positive outcomes for all parties involved.  <input type="checkbox"/>
<b>Criterion 4: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Criterion 5: Delivering and Supporting Instruction

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
<b>5.1:</b> Understands and delivers instruction to students using appropriate instructional strategies.	Demonstrates little understanding of appropriate instructional strategies and struggles to apply them effectively.  <input type="checkbox"/>	Demonstrates a basic understanding of instructional strategies but may apply them inconsistently or ineffectively.  <input type="checkbox"/>	Demonstrates a clear understanding of instructional strategies, delivering lessons that engage students and are aligned with the content.  <input type="checkbox"/>	Demonstrates a deep understanding of instructional strategies, consistently delivering engaging, well-structured lessons tailored to students' needs.  <input type="checkbox"/>
<b>5.2:</b> Supports and/or proctors student assessments appropriately.	Fails to support or proctor assessments appropriately, leading to confusion or disruptions.  <input type="checkbox"/>	Provides basic support for assessments but may not consistently ensure a smooth or effective process.  <input type="checkbox"/>	Effectively supports and/or proctors assessments, ensuring students understand expectations and the process runs smoothly.  <input type="checkbox"/>	Proactively supports and/or proctors assessments, ensuring a calm, organized environment and addressing student needs before and during the assessment.  <input type="checkbox"/>
<b>5.3:</b> Effectively implements instructional plans and accesses resources and/or technology to support students.	Struggles to implement instructional plans and frequently deviates from them, causing gaps in learning. Does not effectively integrate resources and/or technology.  <input type="checkbox"/>	Implements instructional plans with some degree of success but may rely on a narrow range of resources or technology.  <input type="checkbox"/>	Adequately implements instructional plans and regularly incorporates available resources and/or technology to support student learning.  <input type="checkbox"/>	Consistently and proactively adapts instructional plans based on student needs. Expertly integrates and utilizes a wide range of resources, including technology, to enhance student learning and engagement.  <input type="checkbox"/>
<b>Criterion 5: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Criterion 6: Student Management and Relationships

Criterion 6	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.1:</b> Maintains student safety and follows schoolwide safety plans.	Frequently disregards safety protocols or does not follow safety plans, putting students at risk. <input type="checkbox"/>	Generally follows safety protocols but may occasionally overlook or neglect certain aspects of the safety plan. <input type="checkbox"/>	Consistently maintains student safety and follows schoolwide safety plans effectively. <input type="checkbox"/>	Proactively ensures student safety, fully adhering to, & sometimes improving upon, schoolwide safety plans to ensure a secure environment. <input type="checkbox"/>
<b>6.2:</b> Maintains appropriate professional boundaries; Interacts respectfully with all students.	Fails to maintain professional boundaries, engaging in inappropriate or disrespectful interactions with students. <input type="checkbox"/>	Maintains professional boundaries but may occasionally have lapses in maintaining respect in interactions with students. <input type="checkbox"/>	Consistently maintains professional boundaries and interacts respectfully with all students. <input type="checkbox"/>	Exemplifies the highest standards of professionalism by serving as a role model, maintaining clear boundaries, & fostering positive, respectful relationships with all students. <input type="checkbox"/>
<b>6.3:</b> Supports school-wide positive behavior systems.	Does not support or follow the schoolwide positive behavior systems, creating confusion or inconsistency. <input type="checkbox"/>	Supports the schoolwide positive behavior systems but may not always apply them consistently or effectively. <input type="checkbox"/>	Consistently supports and follows the schoolwide positive behavior systems, reinforcing positive behaviors. <input type="checkbox"/>	Actively promotes & strengthens the schoolwide positive behavior systems, encouraging students to internalize & exemplify positive behaviors. <input type="checkbox"/>
<b>6.4:</b> Supports individual positive behavior plans.	Does not implement or support individual positive behavior plans, leading to student disengagement or disruption. <input type="checkbox"/>	Implements individual positive behavior plans but may lack consistency or effectiveness in supporting students. <input type="checkbox"/>	Effectively supports and implements individual positive behavior plans, contributing to students' growth and positive outcomes. <input type="checkbox"/>	Demonstrates exceptional skill in supporting & adapting individual positive behavior plans, ensuring they are tailored to meet students' unique needs & drive success. <input type="checkbox"/>
<b>6.5:</b> Appropriately utilizes and applies de-escalation techniques, as necessary.	Struggles to apply de-escalation techniques or uses inappropriate methods that escalate situations. <input type="checkbox"/>	Applies de-escalation techniques, when necessary, but may not always be effective or consistent in their use. <input type="checkbox"/>	Effectively applies de-escalation techniques, maintaining a calm environment and preventing escalation. <input type="checkbox"/>	Skillfully applies de-escalation techniques in various situations, resolving conflicts swiftly and maintaining a positive learning environment. <input type="checkbox"/>
<b>Criterion 6: Overall Score</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Criterion 7: Specialized Skills - Interpreter-Tutor

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished
<b>7.1:</b> Demonstrates knowledge regarding impact of hearing loss on learning and academic achievement.	Lacks understanding of language delays in development of receptive and expressive communication skills. Lacks ability to break down language to match the needs of the students and does not make necessary modifications and accommodations.  <input type="checkbox"/>	Demonstrates basic knowledge of language delays in development of receptive and expressive communication skills. Can break down language in some situations to match the student needs.  <input type="checkbox"/>	Demonstrates adequate knowledge of language delays in development of receptive and expressive communication skills. Conceptual knowledge of how language deficit causes learning challenges with all areas of academic achievement, especially in reading, written language, and mathematical skills.  <input type="checkbox"/>	Is highly aware of language delays in development of receptive and expressive communication skills. Metacognitive knowledge of how language deficit causes learning challenges with all areas of academic achievement, especially in reading, written language, and mathematical skills. Uses a wide variety of strategies to break down language to match the student needs and will make necessary modifications and accommodations.  <input type="checkbox"/>
<b>7.2:</b> Demonstrates appropriate discourse structure.	Absence of needed expansions and compressions. Absence of affect, or consistently inappropriate. No visible sentence boundaries. No use of rhetorical questions. Absence of non-manual markers.  <input type="checkbox"/>	Expansions and compressions are present but not effective. Affect is often inappropriate. Sentence boundaries are lacking, and if present seem dysfluent. Rhetorical questions are present but often used incorrectly. Nonmanual markers are absent or incorrect when present.  <input type="checkbox"/>	Generally effective use of expansions and compressions. Displays appropriate affect most of the time. Mostly consistent use of sentence boundaries and rhetorical questions. Use of non-manual markers is appropriate most of the time.  <input type="checkbox"/>	Consistently use appropriate expansions and compressions. Consistently displays appropriate affect. Consistent use of sentence boundaries. Appropriately uses rhetorical questions. Consistently uses appropriate non-manual markers.  <input type="checkbox"/>
<b>7.3:</b> Maintains appropriate certifications and completes all required position-specific trainings.	Fails to maintain required certifications or neglects to complete essential training, which may affect job performance or compliance.  <input type="checkbox"/>	Maintains some required certifications and completes some trainings but may be late or miss key updates. Efforts may be sporadic, with incomplete or outdated training records.  <input type="checkbox"/>	Regularly maintains certifications and completes all required position-specific training on time, demonstrating awareness of compliance and personal development.  <input type="checkbox"/>	Proactively maintains up-to-date certifications and seeks additional learning opportunities beyond the required training, often taking advanced or extra courses to enhance expertise.  <input type="checkbox"/>
<b>7.4:</b> Demonstrates knowledge of audiological equipment.	Lacks understanding of hearing assistive technology and the importance of utilizing hearing technology. Lacks basic troubleshooting skills and communication with Teacher of the Deaf and/or Audiologist regarding hearing technology.  <input type="checkbox"/>	Demonstrates basic knowledge of hearing assistive technology such as personal aids, FM systems, Cochlear Implants. Understands the importance of the technology based on student need and connects with the teacher of the Deaf and/or Education Audiologist when troubleshooting is needed.  <input type="checkbox"/>	Demonstrates adequate knowledge of hearing assistive technology, such as personal aids, FM systems, Cochlear Implants. Demonstrates knowledge of IEP team decisions related to utilizing hearing technology. Demonstrates independent basic troubleshooting of equipment and connects with teacher of the Deaf and/or Audiologist when troubleshooting is needed.  <input type="checkbox"/>	Demonstrates thorough knowledge of hearing assistive technology, such as personal aids, FM systems, Cochlear Implants. Demonstrates knowledge of IEP team decisions related to utilizing hearing technology. Demonstrates independent troubleshooting of equipment & consistently communicates with the teacher of the Deaf and/or Educational Audiologist of any needs.  <input type="checkbox"/>
<b>7.5:</b> Sign Language Fluency : Sign Production	Structural and/or conceptual clarity of signs is lacking.  <input type="checkbox"/>	Produces signs inaccurately, structurally and/or conceptually.  <input type="checkbox"/>	Produces most signs accurately, both structurally and conceptually. Mostly engages all 5 parameters of a sign (handshape, palm orientation, location, movement, non-manuals).  <input type="checkbox"/>	Interpreter/tutor demonstrates high level of signed accurately, both structurally and conceptually. Consistently engages all 5 parameters of sign (handshape, palm orientation, location, movement, non-manuals). Can self-repair mistakes in the moment.  <input type="checkbox"/>
<b>7.6:</b> Sign Language Fluency: Vocabulary	Limited vocabulary rendering the source text irretrievable. Fingerspelling is incorrect or absent from interpretation. Uses signs now considered obsolete, inappropriate, or offensive.  <input type="checkbox"/>	Limited range of vocabulary, source text is basically understood. Fingerspelling is used sparingly but is often unclear (too fast/too slow). Signs who little to no understanding of changing cultural norms.  <input type="checkbox"/>	Appropriate range of vocabulary. Fingerspelling is used correctly and consistently to emphasize key vocabulary. Signs used are culturally relevant and appropriate.  <input type="checkbox"/>	Extensive range of well-chosen vocabulary. Fingerspelling is used consistently to identify key vocabulary and label classifiers. Understands the connection between fingerspelling and English literacy.  <input type="checkbox"/>
<b>7.7:</b> Sign Language Fluency: Grammar	Limited range of grammatical structures: incomplete sentences that obscure meaning; Omission and intrusions are frequent.  <input type="checkbox"/>	Source text rendered faithfully with occasional lapses and omissions and/or intrusions.  <input type="checkbox"/>	ASL syntax successfully conveys a wide range of grammatical structures; ability to use complete and complex sentences; minimal omissions, intrusions.  <input type="checkbox"/>	ASL syntax successfully conveys a wide range of grammatical structures able to use complete and complex sentences; demonstrates no notable omissions or intrusions in the message.  <input type="checkbox"/>
<b>7.8:</b> Sign Language Fluency: Use of Space	Establishment and use of referents are not clear and rendered message is not retrievable.  <input type="checkbox"/>	Establishment and use of referents are not clear but meaning of source text retrievable.  <input type="checkbox"/>	Clear establishment and use of referents with few errors: appropriate command of spatial aspects of expansion features.  <input type="checkbox"/>	Signing space is appropriate: clear establishment and use of referent, excellent use of spatial aspects of expansion features.  <input type="checkbox"/>
<b>7.9:</b> Sign Language Fluency: Affect	Affect is largely absent or inappropriate.  <input type="checkbox"/>	Offers fair representation of source text.  <input type="checkbox"/>	Appropriately successful representations of source text affect. Able to adjust affect between students and adults.  <input type="checkbox"/>	High levels of equivalence between source text and target text. Able to adjust affect to clearly identify multiple speakers in interpretation. Offers equivalent grade level representation when voicing for DHH students.  <input type="checkbox"/>

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished
Criterion 7: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

## Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Fostering Belonging and Inclusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Professionalism and Ethical Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Delivering and Supporting Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 6: Student Management and Relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 7: Specialized Skills - Interpreter-Tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>	_____			
	Score Range: 7 to 10	Score Range: 11 to 17	Score Range: 18 to 24	Score Range: 25 to 28

### Summary Comments:

### Future Focus (Required) - Check all that apply:

<input type="checkbox"/>	Collaboratively develop an Individual Support Plan with evaluator (required for overall scores of Basic)
<input type="checkbox"/>	Administrator provides employee with a written Performance Re-evaluation Plan (required for overall scores of Unsatisfactory)
<input type="checkbox"/>	Professional Learning in the area(s) of: _____
<input type="checkbox"/>	Mentoring provided by: _____
<input type="checkbox"/>	Establish Performance Goal(s): _____
<input type="checkbox"/>	Other (specify): _____

This evaluation has been reviewed with employee.

v

Date reviewed with employee

mm/dd/yyyy

### Signatures:

Evaluator Signature

Not signed yet

Employee Signature

A large, empty rectangular box with a black border, intended for an employee signature.

Not signed yet