

# PSD Evaluation

## Science Lab Technician 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	Fails to recognize the value of diversity. Demonstrates no understanding of its impact on creating an inclusive, supportive learning environment.  <input type="checkbox"/>	Acknowledges the importance of diversity but demonstrates limited understanding of how it enhances the learning environment. Efforts to incorporate diversity are minimal or inconsistent.  <input type="checkbox"/>	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.  <input type="checkbox"/>	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.  <input type="checkbox"/>
<b>2.2:</b> Welcoming and inclusive of all students, recognizing and respecting their diverse backgrounds.	Does not demonstrate an inclusive attitude towards all students and families. Fails to recognize or respect their diverse backgrounds.  <input type="checkbox"/>	Demonstrates some inclusivity but may not fully engage or acknowledge all students. May recognize and respect some, but not all students' diverse backgrounds.  <input type="checkbox"/>	Consistently welcoming and inclusive of all students, respecting and recognizing their diverse backgrounds.  <input type="checkbox"/>	Enthusiastically creates an environment where all students feel welcomed, valued, and respected, recognizing their diverse backgrounds including various family structures and dynamics.  <input type="checkbox"/>
<b>2.3:</b> Understands inclusive practices and is open to learning new practices and strategies to support all students.	Lacks understanding of inclusive practices and is resistant to learning or applying new strategies.  <input type="checkbox"/>	Understands some inclusive practices but may struggle to implement them consistently or show reluctance to learn new strategies.  <input type="checkbox"/>	Consistently applies inclusive practices and is open to learning and applying new strategies to support all students.  <input type="checkbox"/>	Actively seeks out and incorporates new strategies, consistently applying inclusive practices to enhance support for all students.  <input type="checkbox"/>
<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 - Science Lab Technician

Criterion 7	Unsatisfactory	Basic	Proficient	Distinguished
<b>7.1:</b> Demonstrates knowledge and use of safety systems and equipment in the secondary science classroom.	Lacks awareness or use of required safety systems (e.g., eyewash stations, fume hoods, fire extinguishers); poses potential safety risks.  <input type="checkbox"/>	Demonstrates basic awareness but inconsistent or incorrect use of safety systems and equipment.  <input type="checkbox"/>	Regularly uses safety systems appropriately and ensures their accessibility and functionality.  <input type="checkbox"/>	Proactively ensures all safety systems are maintained, provides guidance on safety practices, and trains others as needed.  <input type="checkbox"/>
<b>7.2:</b> Seeks to increase knowledge and skills specific to science program.	Shows no initiative in professional growth or stays unaware of changes in science standards, practices, or equipment.  <input type="checkbox"/>	Occasionally participates in training or seeks new information related to the science program.  <input type="checkbox"/>	Regularly engages in professional development relevant to science instruction and lab practices.  <input type="checkbox"/>	Actively seeks out advanced training, mentors others, and shares updated practices with staff to enhance the science program.  <input type="checkbox"/>
<b>7.3:</b> Uses appropriate disposal and handling protocols of chemicals to ensure student and staff safety.	Disregards or is unaware of standard protocols for chemical handling and disposal; may create hazardous conditions.  <input type="checkbox"/>	Follows some basic procedures but occasionally overlooks or misapplies proper protocols.  <input type="checkbox"/>	Consistently follows correct procedures for chemical handling, storage, and disposal; adheres to safety guidelines.  <input type="checkbox"/>	Serves as a model of chemical safety, keeps current with regulations, and develops or maintains clear procedures and documentation for others.  <input type="checkbox"/>
<b>7.4:</b> Maintains classroom equipment and inventory for the purpose of assuring availability of items for classroom instruction (i.e., orders chemicals and lab supplies).	Equipment and inventory are disorganized or often missing; ordering is reactive or inconsistent.  <input type="checkbox"/>	Inventory and equipment are minimally maintained; ordering occurs but may lack planning or timeliness.  <input type="checkbox"/>	Keeps organized inventory and ensures supplies and equipment are available when needed; ordering is timely and based on classroom needs.  <input type="checkbox"/>	Maintains a comprehensive inventory system, anticipates instructional needs, and optimizes resources efficiently; supports planning across science departments.  <input type="checkbox"/>
<b>7.5:</b> Maintains high standards for work completion by adhering to timelines & making limited errors.	Fails to meet deadlines consistently; work is often incomplete or of poor quality, requiring significant revisions. Errors are frequent and significantly impact performance.  <input type="checkbox"/>	Occasionally meets deadlines but may require reminders; work quality is inconsistent, with a moderate number of errors. Deadlines are sometimes missed, impacting efficiency.  <input type="checkbox"/>	Consistently meets deadlines and delivers work with few errors; demonstrates an ability to manage time effectively, with occasional minor mistakes that do not impact the overall quality.  <input type="checkbox"/>	Always meets deadlines and consistently delivers high-quality work with minimal to no errors; demonstrates excellent time management and attention to detail, setting a model for others.  <input type="checkbox"/>
<b>Criterion 7: Overall Score</b>	<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 - Science Lab Technician	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Evaluation Score</b>	_____			
	<b>Score Range: 7 to 10</b>	<b>Score Range: 11 to 17</b>	<b>Score Range: 18 to 24</b>	<b>Score Range: 25 to 28</b>

### 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