



FREEPORT PUBLIC SCHOOL DISTRICT

**Supervision and Evaluation
Handbook**

**LIBRARIANS
&
PPS Staff**

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Freeport Public Schools
Freeport, New York

Board of Education

Ronald J. Ellerbe
Ernest J. Kight
Vilma I. Lancaster
Anthony J. Miller
Michael C. Pomerico

Superintendent of Schools

Dr. Kishore Kuncham

Preface

The most important tool a school district possesses to assist with the growth and development of new teachers and the continuing growth of experienced teachers is a well developed, annually reviewed supervision and evaluation process. Such a process will lead to improved teacher performance and ultimately enhance student achievement. This supervision and evaluation process does not stand alone; rather it incorporates the continuing cycle of recruitment, hiring, orientation, mentoring and professional development. When each part is successfully carried out, it should result in greater teacher knowledge and skills and improved student learning.

A supervision and evaluation process that is both challenging and effective with administrators and professional personnel is based on research and best practices. A process guided by the District's vision, mission, values and goals, as well as fair and ethical implementation will help to develop a culture of high expectations for all. The outcome of this process is that it lends itself to self-reflection, reflection among peers and worthwhile discussions between administrator and professional personnel and will lead to improved learning for students.

Philosophy

The supervision and evaluation process is the Freeport Public School District's primary method of quality control and educational improvement. The evaluation process is based on mutual trust and confidence. It is one of the few processes that impact every professional personnel member, thereby affecting the education of every student in the district.

In order to accomplish this purpose, we have developed the *Supervision and Evaluation Handbook* based on the following criteria:

- Clear, consistent review of criteria aligning to State and Federal Standards
- Ensure professional personnel members input to the process
- Multiple measures tied to the performance of District/school goals
- Increase responsibility for self improvement
- Provide support and resources to professional personnel

The District's supervision and evaluation process is aimed at improving effective communication and enhancing dialogue between professional personnel and administrators ultimately improving the quality of education for all students.

Mission Statement

The primary purpose of our school system is to teach all children how to learn and to foster in each child the desire for life-long learning. We are committed to providing the means for cultural, intellectual, emotional, ethical, social and physical growth and an appreciation for cultural and ethnic diversity, which will assist every individual to become an informed and productive participant in our democratic society.

Vision Statement

The vision of the Freeport Public Schools is to inspire in all the desire to learn and succeed. Our schools will be safe learning communities that celebrate our achievements and encourage active

partnerships with families and the entire community. We will empower students to embrace the challenges and opportunities of the future.

Value Statements

1. We will treat each other in a professional and ethical manner.
2. We will *Keep Our Eyes on the Prize*, holding a “child-first” attitude.
3. We will focus on Teaching and Learning while managing the distractions.
4. We will provide high-quality professional development.
5. We will strive for excellence in instruction resulting in student mastery.

Supervision and Evaluation Overview

I Formal Evaluative Tools

Supervision is defined as any process that administrators use to improve instruction, which results in increased student achievement. Professional personnel will work with his/her supervisor to develop a plan, linked to the school's improvement plan and reflective of student achievement data. The year-long supervision process, the *Annual Professional Performance Review (APPR)*, leads to a summative evaluation. The end-of-year Summative Evaluation Report makes a statement regarding the professional personnel's performance.

In the evaluation statement, administrators will be required to give a rating of *outstanding*, *satisfactory*, *developing* or *unsatisfactory* in all descriptive elements, as well as, an overall evaluation. New tools have been formulated for each of these tasks. For these tools to be effective, all guidelines / criteria must be followed by professional personnel and administrators. Professional personnel have due process rights.

1. Goal Setting

By October 15th of the school year, professional personnel will work with his/her supervisor to develop a *Professional Personnel Goal-Setting Plan (PPGP)*, linked to the school's improvement plan and based on student achievement data. In the goal-setting process, the professional personnel will identify at least one annual goal for improving student learning or professional skills, which is *specific, measurable, attainable and realistic*.

The *PPGP* process should include but is not necessarily limited to the following:

- Review relevant data;
- Analyze data selected to determine student and professional personnel needs;
- Interpret data looking for patterns or areas of weakness;
- Determine the areas of need based upon these concrete data sources;
- Select a focus for the goal(s).

In addition to the school improvement plan, the following are examples of relevant data sources that may be used in the *PPGP* process:

STUDENT LEARNING

- Grades/Standardized Tests
- Teacher Surveys
- Portfolios
- Activity Logs
- Parent Surveys
- Student Surveys/Self Reporting
- *Parent/Teacher Conferences*

INSTRUCTIONAL COMPETENCE

- *Supervisor Observation*
- *Alternative Evaluation Tools*
- *Portfolios*
- *Activity Logs*
- *Parent and Student Surveys*
- *Teacher Surveys/Self Reporting*
- *Teacher Groups*

The professional personnel will work to identify areas of student performance and instruction that require improvement. Once patterns are identified, the professional personnel selects area(s) that he/she would like to improve for both him/her and his/her students. The

overarching purpose of these steps is to identify and define a baseline performance goal(s) for professional personnel and his/her students. The actual goal-setting (baseline data, demographics, content area, goal statement, strategies for improvement, end-of-year data/results) involves the following:

- Define a clear objective
 - Use baseline data, demographics and content area
 - Set a measurable target (e.g., percentage point)
- Select assessment strategies that are aligned with the goal
 - Collect pre and post data
 - Analyze student learning using multiple measures
- End-of-year
 - Reflect on end-of-year data results

The annual goal-setting process enables the supervisor to make a more comprehensive assessment of the professional personnel's performance.

2. Formative Observation Report

In the area of supervision, the observation report for professional personnel calls for statements as outlined in the *Components for Assessing Performance* (preparation and instructional planning, instructional delivery, classroom management, content knowledge - curriculum mastery, professional personnel/student interaction, student assessment and evaluation, collaborative, reflective thinking practices, and professional responsibilities). The supervisor is expected to comment on what is observed in each category and then make appropriate recommendations, when necessary. In completing this form, it is recommended that supervisors refer to the sections in the manual which describe the rubrics of effective instruction for each category. The supervisor is expected to make a statement regarding student learning and an overall rating. The professional personnel signs the report and at that time receives a copy. Additionally, he/she has the opportunity to make comments. The professional personnel's signature does not connote agreement, but rather attests to the fact that he/she has read and received the completed report.

3. Pre-Observation Conference

The supervisor will notify the professional personnel at least five (5) school days before the Formative Observation. The pre-observation conference will be scheduled two (2) to three (3) days prior to the actual Formative Observation. At this (face-to-face) conference, the professional personnel is required to bring his/her written plan for the lesson/area to be observed. This lesson/area plan becomes part of the Formative Observation document. The evaluator-professional personnel discussion will include but not limited to:

- Goals and objectives of the lesson
- Congruency to District Curriculum Maps and State Standards
- Procedures and key questions
- Modifications / Accommodations
- Assessments

The professional personnel will also inform the evaluator of the situational dynamics and /or other areas he/she would like the evaluator to pay particular attention.

4. Post Observation Conference

The purpose of the post-observation conference is for the professional personnel and evaluator to reflect upon the lesson/area observed. Topics for reflection may include but are not limited to:

- Overview of the lesson
- What went well/didn't go well
- What could have been done differently?
- Did the lesson achieve its goal?
- Evidence of student learning

Timeline for Feedback

- The post-observation conference will be held within five (5) school days of date of observation.
- A written report of the observation will be given to the professional personnel within ten (10) school days of the observation.

5. Non-Scheduled Visitation

The non-scheduled visitation form has been developed to facilitate the supervisory program. A supervisor will visit for a short period of time (minimum of five minutes) and may make comments/suggestions on the visitation by filling out the Non-Scheduled Visitation form.

6. End-of-Year: Summative Evaluation

Commissioner's Regulations 100.2 requires that all professional personnel be evaluated annually. The end-of-year *Summative Evaluation* should be completed for all professional personnel and a conference held by the end of the required period of time. When professional personnel receive a *developing* or *unsatisfactory* rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the *comments* section.

Time line for feedback:

- A written *Summative Evaluation* report will be completed and received by the professional personnel no later than June 15th.
- A copy will be available to the professional personnel at least three (3) school days before the conference.

7. Observation Frequency

Non-tenured teachers:

- Scheduled Formative Observation..... Two (2) to five (5) annually
- Non-Scheduled Visitation..... At evaluator's discretion
- End-of-year Summative Evaluation..... Annually (by June 15th)

Tenured teachers:

- Scheduled Formative Observation..... One (1) to two (2) annually

- (Or if eligible) Alternative Evaluation..... One (1) annually
- Non-Scheduled Visitation..... At evaluator's discretion
- End-of-year Summative Evaluation..... Annually (by June 15th)

8. Evaluation Team / Training

- The team consists of those persons who may be involved in the input/evaluation process of the teachers: building principal and other appropriate supervisory personnel.
- Periodic in-service sessions will be conducted to familiarize all members of the evaluation team with the procedures and materials used in the system. Observational techniques, performance data gathering and its application to completing the *Summative Evaluation* report will be stressed.
- Simulation will be used to provide common, controlled experiences for sharpening skills. Instructional materials will be drawn from several sources. Subsequent workshops should be built on relevant operational experiences of observers/evaluators using the *Supervision and Evaluation Handbook*.

9. Routing Procedures

All signed, original documents must be forwarded to the Personnel Office for placement in the personnel file. A copy of the document must be given to the professional personnel. A copy is kept on file in the professional personnel's home school. For subject/special area professional personnel (i.e. math, art, science, physical education, special education, etc.) a copy is sent to the coordinator/director. For shared personnel, copies should also be sent to all buildings in which the member works.

10. Professional Data Form (Optional)

This data form is designed for staff to provide the evaluation team with additional information relevant to his/her professional development and service.

II Alternative Evaluative Tools

As an alternative to the *Formative Observation* this plan describes other options that the District may employ to assess tenured professional personnel's performance. The availability of the options will be subject to the following:

Tenured professional personnel members receiving an overall rating of *outstanding* on the previous year's evaluations shall have the option to choose alternative assessment approaches each year with the approval of their principal.

1. Peer Coaching

Definition:

Peer coaching provides an opportunity for a pair of *outstanding* professional personnel members to observe each other's performance in a reflective, non-judgmental, non-evaluative way that should lead to the improvement of instruction

and/or practice. The two professional personnel involved should work harmoniously to complement each other.

Coaching will include the following:

- ✓ Reciprocal visitations
- ✓ Use of professional literature
- ✓ Visitations to other colleagues
- ✓ Collaborative planning
- ✓ Data Collection
- ✓ Reflective journals

Professional personnel are expected to:

- ✓ Monitor, reflect upon, and learn from experience
- ✓ Align pedagogy with goals
- ✓ Engage in collegiality

Procedure:

It is the responsibility of the professional personnel involved to submit a proposal to the principal for approval. The proposal must be submitted by September 15th of the year for which it is to be approved. Decisions regarding approval shall be made by October 1st.

Format:

The professional personnel shall submit a proposal consisting of a statement of the interests, needs or goals and targeted components of effective instruction/support. A list of proposed scheduled meetings should also be included.

Requirements:

Peer coaches need not be from the same department or grade level. Peer coaches must meet for the following activities:

- ✓ Goal setting
- ✓ Reciprocal pre-observation conferences
- ✓ Reciprocal observations
- ✓ Reciprocal post-observation conferences
- ✓ Reflective journal sharing
- ✓ Two update meetings (one per semester) with the principal or his/her designee

When there is mutual consent between the professional personnel that the goal(s) has/have been met, copies of their journals should be submitted to the supervisor, including an activity log and reflections on the process. These journals must be submitted to the supervisor as evidence of the individual participation but will be returned to the staff members following acceptance of the finished project. Projects must be completed by March 31st of that school year. The supervisor, indicating the satisfactory completion of the project, will submit a written acknowledgement. A copy of the journal will be attached to the *Summative Evaluation*.

2. Action Research

Definition:

Action Research is a professional personnel-designed response to a problem. The recognition of the problem may come from the professional personnel member or from an outside source. The response should include a review of relevant research and literature, appropriate experimentation, the collection and interpretation of data, and a conclusion.

Procedure:

It is the responsibility of the professional personnel to focus on a stated hypothesis related to the identified problem, identify the associated component(s) of effective instruction/support, take action leading to some conclusion, and apply the conclusion to the improvement of instruction and/or practice. The proposal must be submitted to the immediate supervisor by September 15th of the year for which it is to be approved. Decision on approval shall be made by October 1st of that year.

Format:

The proposal shall consist of a statement of the hypothesis, identification of the related components of effective instruction/support, and a description of the action that will be taken to accomplish the goal. This may include the recording of data, evidence supporting or negating data, conclusions and applications. The research may include assessing other sources, class and school visitations, and questionnaires.

Requirements:

Action Research may involve one or more professional personnel. If more than one's professional personnel are involved, they need not be from the same department or grade. Professional personnel must meet once a semester with the supervisor for progress updates. A written report will be submitted at the conclusion of the project. Projects must be completed by March 31st of the approval year. The supervisor, indicating the satisfactory completion of the project, will submit a written acknowledgement. A copy of the journal will be attached to the *Summative Evaluation*.

3. Peer Review

Definition:

Peer Review provides a structured opportunity for a group of colleagues to review each other's professional personnel and student-generated products in a reflective manner. The individuals agree to work collaboratively over a sustained period of time. Each participant will present teacher and student-generated products and participate in the review process performing their various roles.

Procedure:

It is the responsibility of the professional personnel, with input from his/her supervisor, to assemble the review team. The professional personnel will submit a proposal to a supervisor for approval. The proposal must be submitted by September 15th of the year for which it is to be approved. Decisions regarding approval shall be made by October 1st of that year.

Format:

This format, designed by the NYS Academy for Teaching and Learning, is designed to achieve a reasonable balance of professional personnel presentation, attention to the work submitted, warm and cool reactions, teacher response, and open conversation. It is also designed to take no longer than an hour, with some additional time for follow-up conversation among the facilitator, recorder, and teacher presenter.

Introduction: Facilitator gives an overview of the format

Professional Personnel Presentation: Professional personnel-presenter provides information on the context in which the work was done as well as targeted learning standard(s) and performance indicators.

Quiet Time: Everyone reads the learning experience, looks over all submitted materials, and takes notes.

Reviewers' Feedback: Peer reviewers use their notes to provide warm and cool feedback to the presenter. The presenter does not speak but takes notes on the remarks.

Professional Personnel Response: Professional personnel respond to peer reviewers' comments. Peer reviewers become active listeners.

Full Group Conversation: Teacher and peer reviewers engage in open conversation about the learning experience.

Summary: Recorder summarizes the session. Facilitator collects the notes from each reviewer.

Consultation: Facilitator, recorder, and presenter confer and complete a written report so that the presenter has immediate feedback on the learning experience.

Requirements:

A peer review team should consist of four to eight members. Team members should not be from the same department, grade, or school. Teams must meet a minimum of eight hours. A designee will be responsible to submit a collective summation at the end of its meeting, as well as a record of attendance. Reviews must be completed by March 31st of the approval year. The supervisor will submit a written acknowledgement upon completion of the review process. The supervisor, indicating the satisfactory completion of the project, will submit a written acknowledgement. A copy of the collective summation will be attached to the *Summative Evaluation*.

4. Portfolio Assessment (Required for Transitional/Initial Certificate Holders)

As required by Commissioners Regulation 100.2, beginning 2005 – 2006 school year, all teachers possessing a transitional or initial certificate shall be required to be evaluated through the use of a portfolio review. For individuals under this category, in addition to classroom observation, a portfolio will be required.

Definition:

Portfolio Assessment is designed for teachers to better understand, evaluate, reflect, and improve upon their practice. Teachers will document their own work and their students work. In their search of examples of quality teaching, teachers will collect evidence and compare it with good teaching as reflected in the *Components for Assessing Performance*.

Procedure:

It is the responsibility of the teacher to organize his/her teacher portfolio. The teacher will submit a proposal to a supervisor responsible for approval. The proposal must be submitted by September 15th (Transitional /Initial Certificate holders have until October 1st) of the year for which it is being approved. Decisions regarding approval must be made by October 15th of that year.

Format:

The proposal shall consist of the following components:

- ✓ A letter of introduction that states the purpose of the portfolio and the question(s)/components of effective instruction to be addressed through the work of the portfolio
- ✓ A list of the proposed types of documentation and/or evidence to be presented
- ✓ A description of how the teacher would like to engage in a professional dialogue regarding the portfolio
- ✓ Written reflection on the discoveries made during the portfolio process

Requirements:

Portfolio assessment may involve one or more teachers and a supervisor. Included in the portfolio will be a response to the following:

- ✓ For teachers possessing transitional or initial certificate, the plan shall require the teacher to be evaluated based on a portfolio review, which may include but is not limited to: a video of teaching performance, a sample lesson plan, a sample of student work, student assessment instruments and the teacher's reflection on his/her classroom performance
- ✓ Quarterly meetings with the supervisor to engage in (a) the compilation and analysis of specific entries and/or (b) identification and discussion and criteria of what makes a good artifact or a powerful reflection
- ✓ A written evaluation shall be submitted at the conclusion of the project by the supervisor
- ✓ The final portfolio project may be alternatively evaluated through the Peer Review process
- ✓ The supervisor, in collaboration with the teacher, can set future portfolio goals that may result from the Evaluation/Peer Review process

III. Professional Personnel Improvement Plan (Tenured Staff)

The principal, in consultation with the assistant principal, director and/or coordinator, shall evaluate a professional personnel as unsatisfactory based upon a preponderance of evidence in the scheduled and non-scheduled classroom observations, as well as the summative evaluation

consistent with the categories of the rubrics found in the *Supervision and Evaluation Handbook*.

Any tenured professional personnel who receives an overall rating of *unsatisfactory* on the *Summative Evaluation* is required to develop a **Professional Personnel Improvement Plan (PPIP)**. The building administration, in consultation with the teacher, shall develop this plan. The teacher has the option of seeking a **trained** teacher colleague to assist in the planning and implementation of this **Professional Personnel Improvement Plan (PPIP)**.

The PPIP is designed to assist the professional personnel and is not to be construed as either a punishment or a reprimand. The PPIP must be implemented by October 1st of the next year following the *unsatisfactory* evaluation report.

At a minimum, an improvement plan should be a written document that includes areas for improvement, recommendations for improving those areas, supports available to the professional personnel and the monitoring system.

1. The **Areas for Improvement** section spells out to the professional personnel member exactly which areas of performance are in need of improvement. The statements should relate directly to the District's **Components for Assessing Performance**. This section describes those areas in such a way that the professional personnel and administrator understands what is not happening and should be happening.
2. The **Recommendations for Improvement** section explains what the professional personnel is expected to do to overcome the concerns identified in the **Areas for Improvement** section. Activities may include, but not limited to:
 - ✓ Attendance at workshops, courses and or conferences that address the targeted needs of the professional personnel
 - ✓ Modeling experiences in which the professional personnel will have the opportunity to:
 - Visit and observe professional personnel who have expertise in the targeted needs
 - Observe demonstration by professional personnel who have expertise in targeted needs.
 - Participate in co-assignments with professional personnel who have expertise in the targeted needs.
 - ✓ Role-playing opportunities to practice desired new behaviors or skills in a restricted environment before applying it.
 - ✓ Taping and reviewing the professional personnel's performance
3. The **Supports Available** section includes the resources (people, materials, workshops, etc) that are available to assist the professional personnel in his/her efforts to improve.
4. The **Monitoring System** section describes how progress on the plan will be measured. It should include the pattern and approximate time lines for observations, conferences, and interim and final reports. The professional personnel and supervisor shall meet on an ongoing basis to discuss the impact of the improvement activities on the professional personnel's professional performance. The supervisor, using the

Formative Observation, will review the professional personnel's performance. By June 15th, the professional personnel will receive an end-of-year Summative.

5. Evaluation.

Goal Setting

By October 15th of the school year, professional personnel will work with his/her supervisor to develop a *Professional Personnel Goal-Setting Plan* (PPGP), linked to the school's improvement plan and based on student achievement data. In the goal-setting process, the professional personnel will identify at least one annual goal for improving student learning, which is *specific, measurable, attainable and realistic*.

The *PPGP* process should include but is not necessarily limited to the following:

- Review relevant data;
- Analyze data selected to determine student and professional personnel needs;
- Interpret data looking for patterns or areas of weakness;
- Determine the areas of need based upon these concrete data sources;
- Select a focus for the goal(s).

In addition to the school improvement plan, the following are examples of relevant data sources that may be used in the *PPGP* process:

STUDENT LEARNING

- Grades/Standardized Tests
- Teacher Surveys
- Portfolios
- Activity Logs
- Parent Surveys
- Student Surveys/Self Reporting
- Parent/Teacher Conferences

INSTRUCTIONAL COMPETENCE

- *Supervisor Observation*
- *Alternative Evaluation Tools*
- *Portfolios*
- *Activity Logs*
- *Parent and Student Surveys*
- *Teacher Surveys/Self Reporting*
- *Teacher Groups*

The professional personnel will work to identify areas of student performance and instruction that require improvement. Once patterns are identified, the professional personnel selects area(s) that he/she would like to improve for both him/her and his/her students. The overarching purpose of these steps is to identify and define a baseline performance goal(s) for professional personnel and his/her students. The actual goal-setting (baseline data, demographics, content area, goal statement, strategies for improvement, end-of-year data/results) involves the following:

- Define a clear objective
 - Use baseline data, demographics and content area
 - Set a measurable target (e.g., percentage point)
- Select assessment strategies that are aligned with the goal
 - Collect pre and post data
 - Analyze student learning using multiple measures
- End-of-year
 - Reflect on end-of-year data results

The annual goal-setting process enables the supervisor to make a more comprehensive assessment of the professional personnel's performance.

Components for Assessing Performance: Social Workers and Guidance Counselors Rubrics

I. Preparation and Instructional Planning: the social workers and guidance counselors shall demonstrate appropriate preparation employing the necessary practices to support instruction.				
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>IDENTIFYING INSTRUCTIONAL SOCIAL AND EMOTIONAL GOALS</p> <ul style="list-style-type: none"> • Plans and Assesses • Assist students to achieve learning objectives • Assists students to achieve behavioral objects • Assist students with scheduling, transcripts, post secondary plans (GC) 	<ul style="list-style-type: none"> • Consistently formulates objectives and appropriate strategies to assure continuity of effective guidance and counseling services. • Consistently identify individual and group needs and plans the use of appropriate counseling and intervention. • Consistently assess the effectiveness of intervention strategies through a variety of follow-up methods • Consistently acquires pertinent information from a variety of sources: student records, appropriate school personnel, consultation with students, parents and appropriate outside agencies, etc. 	<ul style="list-style-type: none"> • Formulates objectives and appropriate strategies to assure continuity of effective guidance and counseling services. • Identify individual and group needs and plans the use of appropriate counseling and intervention. • Assess the effectiveness of intervention strategies through a variety of follow-up methods • Acquires pertinent information from a variety of sources: student records, appropriate school personnel, consultation with students, parents and appropriate outside agencies, etc. 	<ul style="list-style-type: none"> • Attempts to formulate objectives and strategies, to assure continuity of effective guidance and counseling services. • Identify individual and/or group needs and/or plans the use of counseling and intervention. • Attempts to assess the effectiveness of intervention strategies through a variety of methods • Beginning to acquire pertinent information from a variety of sources: student records, appropriate school personnel, consultation with students, parents and appropriate outside agencies, etc. 	<ul style="list-style-type: none"> • Does not formulate objectives and appropriate strategies to assure continuity of effective guidance and counseling services. • Fails to identify individual and groups needs • Does not follow-up with intervention strategies • Acquires information from limited sources

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>DESIGNING COHERENT INSTRUCTIONAL SUPPORT</p> <ul style="list-style-type: none"> • Adapts to school and student needs • Promotes equitable opportunities for student learning • Competency in professional area 	<ul style="list-style-type: none"> • Extensive knowledge of course options, career /educational goals and opportunities • Demonstrates sensitivity to differences in abilities, gender, learning styles, social and cultural background • In-depth knowledge of and uses guidance and counseling practices and materials effectively • Proactively employs strategies for crisis intervention • Proactively reaches out to contact students • Helps students to develop group and/or individual decision making skills • Interacts positively and productively with students, parents and teachers • Communicates positive expectations for all students and reinforces positive behavior • Available at reasonable times outside scheduled appointments 	<ul style="list-style-type: none"> • Knowledge of course options, career /educational goals and opportunities • Sensitive to differences in abilities, gender, learning styles, social and cultural background • Knowledge of and uses guidance and counseling practices and materials effectively • Employs strategies for crisis intervention • Reaches out to contact students • Helps students to develop group and/or individual decision making skills • Interacts proactively and productively with students, parents and teachers • Communicates positive expectations for students and reinforces positive behavior • Available at reasonable times 	<ul style="list-style-type: none"> • Some knowledge of course options, career /educational goals and opportunities • Generally sensitive to differences in abilities, gender, learning styles, social and cultural background • Knowledge of and uses guidance and counseling practices and materials effectively • Employs basic strategies for crisis intervention • Helps students to develop group and/or individual decision making skills • Interacts with students, parents and teachers • Communicates expectations for students and reinforces positive behavior • Available at reasonable times 	<ul style="list-style-type: none"> • Lacks knowledge of course options, career/educational goals and opportunities • Lacks sensitivity to difference in abilities, gender, learning styles, social and cultural background • Lacks basic strategies for crisis intervention • Does not communicate pertinent information to the appropriate party

II. Professional Responsibilities – the social worker and guidance counselor shall demonstrate behavior that reflects positively on the individual, district and profession.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students, parents and colleagues • Consistently promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Consistently works constructively with others to identify school problems and suggest possible solutions 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct in all interactions with students, parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains professional conduct in all interactions with students, parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct in all interactions with students, parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others

II. Professional Responsibilities – the social worker and guidance counselor shall demonstrate behavior that reflects positively on the individual, district and profession. - **Continued**

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Adeptly accesses, manipulates and utilizes appropriate guidance related software (GC) • Consistently takes a proactive approach in performing school routines, responsibilities & always meets deadlines • Extensive knowledge of and assists student with: graduation requirements, testing schedules, application /registration deadlines, transcript maintenance, etc. (GC) 	<ul style="list-style-type: none"> • Accesses, manipulates and utilizes appropriate guidance related software (GC) • Performs school routines, responsibilities & meets deadlines • Knowledge of and assists student with: graduation requirements, testing schedules, application /registration deadlines, transcript maintenance, etc. (GC) 	<ul style="list-style-type: none"> • Accesses, manipulates and/or utilizes appropriate guidance related software (GC) • Perform school routines, responsibilities meet deadlines • Assists student with: graduation requirements, testing schedules, application /registration deadlines, transcript maintenance (GC) 	<ul style="list-style-type: none"> • Limited knowledge of guidance related software • Does not perform school routines, responsibilities or meets deadlines • Limited knowledge of graduation requirements, testing schedules, application /registration deadlines, transcript maintenance (GC)
<p>CONTRIBUTIONS TO CPSE AND CSE PROCESS (Social Worker)</p> <ul style="list-style-type: none"> • CPSE and CSE referrals • NYS Part 200 Regulations 	<ul style="list-style-type: none"> • Consistently attends to referrals in a timely and positive manner • Provides in-depth and accurate explanations of procedural safeguards to parents as per NYS Part 200 Regulations of the CPSE/CSE process • Conducts a thorough, informative social history and prepares a professional quality report for CSE 	<ul style="list-style-type: none"> • Attends to referrals in a timely and positive manner • Provides and explains procedural safeguards to parents as per NYS Part 200 Regulations of the CPSE/CSE process • Conducts an informative social history and prepares a professional report for CSE 	<ul style="list-style-type: none"> • Usually attends to referrals in a timely and positive manner • Provides procedural safeguards to parents as per NYS Part 200 Regulations of the CPSE/CSE process • Conducts a social history and prepares a professional report for CSE 	<ul style="list-style-type: none"> • Rarely attends to referrals in a timely and positive manner • Does not provide accurate procedural safeguards to parents as per NYS Part 200 Regulations of the CPSE/CSE process • Conducts a social history but does not prepare a professional report for CSE

Components for Assessing Performance: Speech Therapists Rubrics

I. Preparation and Instructional Planning: the speech therapist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.				
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
IDENTIFYING INSTRUCTIONAL GOALS <ul style="list-style-type: none"> Plans And Assesses 	<ul style="list-style-type: none"> Consistently sets and writes highly effective goals and objectives for IEPs and informs and explains to teachers Is specific in describing student strengths, weaknesses and instructional needs in reports Consistently administers individual, diagnostic assessments of students' speech and language skills, and uses current, established testing practices and procedures, as well as innovative approaches to assessment 	<ul style="list-style-type: none"> Sets and writes effective goals and objectives for IEPs and informs teachers Describes student strengths, weaknesses and instructional needs in reports Administers individual, diagnostic assessments of students' speech and language skills, and uses current, established testing practices and procedures 	<ul style="list-style-type: none"> Sets and writes goals and objectives for IEPs and informs teachers Usually describes student strengths, weaknesses and instructional needs in reports Administers individual, diagnostic assessments of students' speech and language skills, and uses current, established testing practices and procedures 	<ul style="list-style-type: none"> Goals and objectives are inappropriate for IEPs Does not describe student strengths, weaknesses nor instructional needs in reports Does not administer individual, diagnostic assessments of students' speech and language skills, nor uses current, established testing practices and procedures
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
DESIGNING COHERENT INSTRUCTIONAL SUPPORT <ul style="list-style-type: none"> Uses appropriate instructional techniques Promotes equitable opportunities for student learning 	<ul style="list-style-type: none"> Employs sound therapeutic practices, as well as varied instructional strategies in small group and individual settings Consistently promotes students' independence as learners through application of 	<ul style="list-style-type: none"> Employs sound therapeutic practices, as well as varied instructional strategies in small group and individual settings Promotes students' independence as learners through application of instructional 	<ul style="list-style-type: none"> Employs therapeutic practices, as well as instructional strategies in small group and individual settings Usually promotes students' independence as learners through 	<ul style="list-style-type: none"> Does not employ sound therapeutic practices or varied instructional strategies in small group and individual settings Rarely promotes students'

	<p>instructional models</p> <ul style="list-style-type: none"> • Consistently assists classroom teachers in providing options for students with communication disorders to demonstrate competency and mastery of new material in a variety of ways • Demonstrates sensitivity to differences in abilities, gender, learning style, social and cultural backgrounds 	<p>models</p> <ul style="list-style-type: none"> • Assists classroom teachers in providing options for students with communication disorders to demonstrate competency and mastery of new material in a variety of ways • Usually demonstrates sensitivity to differences in abilities, gender, learning style, social and cultural backgrounds 	<p>application of instructional models</p> <ul style="list-style-type: none"> • Usually assists classroom teachers in providing options for students with communication disorders to demonstrate competency and mastery of new material in a variety of ways • Demonstrates some sensitivity to differences in abilities, gender, learning style, social and cultural backgrounds 	<p>independence as learners through application of instructional models</p> <ul style="list-style-type: none"> • Rarely assists classroom teachers in providing options for students with communication disorders • Lacks sensitivity to differences in abilities, gender, learning style, social and cultural backgrounds
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II. Professional Responsibilities – the speech therapist shall demonstrate behavior that reflects positively on the individual, district and profession.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students, parents and colleagues • Consistently promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Works constructively with others to identify school problems and suggest possible solutions • Takes a proactive approach in performing school routines, responsibilities & always meets deadlines 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct in all interactions with students, parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions • Performs school routines, responsibilities & meets deadlines 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct in interactions with students, parents and colleagues • Usually maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems • Usually performs school routines, responsibilities & meets deadlines 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct in all interactions with students, parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others • Does not perform school routines, responsibilities or meet deadlines
<p>CONTRIBUTIONS TO CSE MEETINGS</p> <ul style="list-style-type: none"> • CSE information 	<ul style="list-style-type: none"> • Consistently selects appropriate tests and measures as part of the evaluation process • Consistently provides professionally written report of testing results • Accurately interprets and clearly communicates test data to parents and staff 	<ul style="list-style-type: none"> • Selects appropriate tests and measures as part of the evaluation process • Provides professionally written report of testing results • Accurately interprets and communicates testing data to parents and staff 	<ul style="list-style-type: none"> • Usually selects appropriate tests and measures as part of the evaluation process • Provides professionally written report of testing results • Accurately interprets and communicates testing data to staff and/or parents 	<ul style="list-style-type: none"> • Does not select appropriate tests and measures as part of the evaluation process • Provides written report of testing results • Interpretations are inaccurate

Components for Assessing Performance: School Psychologists Rubrics

I. Preparation and Assessment: the psychologist shall demonstrate appropriate preparation employing the necessary educational practices to support instruction.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
IDENTIFYING INSTRUCTIONAL, SOCIAL & EMOTIONAL GOALS <ul style="list-style-type: none"> • Establishes psychological objectives • Assist students to achieve learning objectives • Assist students to achieve behavioral objectives 	<ul style="list-style-type: none"> • Consistently states objectives clearly and conveys meaning of these objectives • Consistently uses currently available psychological findings to make appropriate recommendations for provision of services to students • Consistently provides recommendations to staff and parents to assist students in dealing with academic and behavioral issues 	<ul style="list-style-type: none"> • States objectives and conveys meaning of these objectives • Uses available psychological findings to make recommendations for provision of services to students • Provides recommendations to staff and parents to assist students in dealing with academic and behavioral issues 	<ul style="list-style-type: none"> • States few objectives and conveys meaning of these objectives • Uses some available psychological findings to make recommendations for provision of services to students • Provides some recommendations to staff and parents to assist students in dealing with academic and behavioral issues 	<ul style="list-style-type: none"> • Does not clearly state objectives and conveys meaning of these objectives • Does not use available psychological findings to make recommendations for provision of services to students • Does not provide recommendations to staff and parents to assist students in dealing with academic and behavioral issues

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>DESIGNING COHERENT INSTRUCTIONAL SUPPORT</p> <ul style="list-style-type: none"> • Adapts to school and student needs • Promotes equitable opportunities and appreciation of diversity for all students • Selects appropriate materials, methodology and behavioral objectives 	<ul style="list-style-type: none"> • Consistently demonstrates concern for the affective, behavioral, medical and cognitive aspects of student learning • Effectively prepares and coordinates Pre-Referral building level meetings • Demonstrates sensitivity to differences in abilities, gender, learning styles, social and cultural background • Consistently employs and /or adopts appropriate psychological material and practices in evaluation, consultation and counseling • Develops and implements educational and psychological strategies that are effective in meeting the needs of a diverse student body 	<ul style="list-style-type: none"> • Demonstrates concern for the affective, or behavioral, or medical and/or cognitive aspects of student learning • Prepares and coordinates Pre-Referral building level meetings • Usually demonstrates sensitivity to differences in abilities, gender, learning styles, social and cultural background • Employs and /or adopts appropriate psychological material and practices in evaluation, consultation and counseling • Usually develops and implements educational and psychological strategies that are effective in meeting the needs of a diverse student body 	<ul style="list-style-type: none"> • Demonstrates some concern for the affective, or behavioral, or medical and/or cognitive aspects of student learning • Coordinates Pre-Referral building level meetings • Demonstrates some sensitivity to differences in abilities, gender, learning styles, social and cultural background • Attempts to employ and /or adopts appropriate psychological material and practices in evaluation, consultation and counseling • Develops and implements some educational and psychological strategies that are effective in meeting the needs of a diverse student body 	<ul style="list-style-type: none"> • Does not demonstrate concern for the affective, or behavioral, or medical and/or cognitive aspects of student learning • Haphazardly prepares and coordinates Pre-Referral building level meetings • Lacks sensitivity to differences in abilities, gender, learning styles, social and cultural background • Rarely employs and /or adopts appropriate psychological material and practices in evaluation, consultation and counseling • Rarely develops and implements educational and psychological strategies that are effective in meeting the needs of a diverse student body

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PSYCHOEDUCATIONAL ASSESSMENT</p> <ul style="list-style-type: none"> • Test Administration • Interpretation of test results • Clinical judgments • Clinical recommendations 	<ul style="list-style-type: none"> • Strictly adheres to test administrative procedures and protocol • Communicates clearly to students the standards and evaluative methods used • Demonstrates extensive knowledge of different comprehensive assessments • Effectively evaluates and communicates student functioning to students, parents, staff and appropriate contacts • Consults with school personnel, parents and other agencies and individuals in planning for students • Is perceptive in observing and specific in describing student behavior • Consistently provides written comprehensive documentation and makes appropriate recommendations 	<ul style="list-style-type: none"> • Adheres to test administrative procedures and protocol • Communicates to students the standards and evaluative methods used • Demonstrates knowledge of different comprehensive assessments • Evaluates and communicates student functioning to students, parents, staff and appropriate contacts • Consults with school personnel, parents or other agencies or individuals in planning for students • Is perceptive in observing and describing student behavior • Provides written documentation and makes appropriate recommendations 	<ul style="list-style-type: none"> • Generally adheres to test administrative procedures and protocol • Communicates to students some standards and evaluative methods used • Demonstrates some knowledge of different comprehensive assessments • Evaluates and communicates some student functioning to students, parents, staff and appropriate contacts • Consults with school personnel, parents or other agencies in planning for students • Observes and describes student behavior • Provides written documentation and makes some recommendations 	<ul style="list-style-type: none"> • Does not adhere to test administrative procedures and protocol • Does not communicate to students some standards and evaluative methods used • Demonstrates limited knowledge of different comprehensive assessments • Ineffectively evaluates and/or communicates student functioning to students, parents, staff and appropriate contacts • Fails to consult with school personnel, parents or other agencies in planning for students • Is not perceptive in observing and/or not specific in describing student behavior • Provides written documentation and few or no recommendations

II. Professional Responsibilities – the Psychologist shall demonstrate behavior that reflects positively on the individual, district and profession.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students, parents and colleagues • Promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Works constructively with others to identify school problems and suggest possible solutions • Takes a proactive approach in performing school routines, responsibilities & always meets deadlines 	<ul style="list-style-type: none"> • Usually on time to school, duties and meetings • Usually maintains appropriate professional conduct in all interactions with students, parents and colleagues • Consistently maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions • Performs school routines, responsibilities & meets deadlines 	<ul style="list-style-type: none"> • Sometimes on time to school, duties and meetings • Sometimes maintains appropriate professional conduct in all interactions with students, parents and colleagues • Usually maintains confidentiality • Usually adheres to District policies and procedures • Works with others to identify school problems • Attempts to perform school routines, responsibilities meets deadlines 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct in all interactions with students, parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others • Does not perform school routines, responsibilities or meets deadlines

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>CONTRIBUTIONS TO CPSE AND CSE MEETINGS</p> <ul style="list-style-type: none"> • CPSE and CSE placements • CPSE and CSE information • NYS Part 200 Regulations 	<ul style="list-style-type: none"> • Consistently assists CPSE and CSE in making appropriate recommendations and services for students. • Provides CPSE and CSE with comprehensive information on students. • Demonstrates thorough knowledge of NYS Part 200 Regulations and adheres to all mandated timelines 	<ul style="list-style-type: none"> • Assists CPSE and CSE in making appropriate recommendations and services for students. • Provides CPSE and CSE with information on students. • Demonstrates knowledge of NYS Part 200 Regulations and adheres to mandated timelines 	<ul style="list-style-type: none"> • Assists CPSE and CSE in making recommendations and services for students. • Provides CPSE and CSE with some information on students. • Demonstrates basic knowledge of NYS Part 200 Regulations and adheres to mandated timelines 	<ul style="list-style-type: none"> • Rarely assists CPSE and CSE in making recommendations and services for students. • Provides CPSE and CSE with limited information on students. • Demonstrates basic knowledge of NYS Part 200 Regulations and rarely adheres to timelines

Components for Assessing Performance: Occupational Therapist and Physical Therapist Rubrics

I. Preparation and Instructional Planning: The Occupational Therapist and Physical Therapist shall demonstrate preparation employing the necessary pedagogical practices to support instruction.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>DESIGNING COHERENT INSTRUCTIONAL SUPPORT</p> <ul style="list-style-type: none"> • Uses appropriate instructional techniques • Promotes equitable opportunities for student learning 	<ul style="list-style-type: none"> • Consistently implements clear objectives and communicates these to students, teachers and parents • Consistently identifies the individual and group needs and plans the use of appropriate instructional strategies, materials and resources • Consistently assists teachers in selecting appropriate instructional materials and strategies • Consistently deals effectively with student questions and difficulties; remediates and/or reteaches to meet individual and/or group needs • Consistently demonstrates sensitivity to differences in abilities, gender, learning style, social and cultural background 	<ul style="list-style-type: none"> • Implements clear objectives and communicates these to students, teachers and parents • Identifies individual and group needs and plans the use of appropriate instructional strategies, materials and resources • Assists teachers in selecting appropriate instructional materials and strategies • Deals effectively with student questions, responses and confusions and remediates, reteaches or extends teaching to meet individual and/or group needs • Demonstrates sensitivity to differences in abilities, gender, learning style, social and cultural background 	<ul style="list-style-type: none"> • Usually implements objectives and communicates these to students, teachers and parents • Usually identifies individual and group needs and plans the use of instructional strategies, materials and resources • Assists teachers as needed in selecting instructional materials and strategies • Deals effectively with student questions, responses and confusions and remediates, reteaches or extends teaching to meet individual and/or group needs • Usually demonstrates sensitivity to differences in abilities, gender, learning style, social and cultural background 	<ul style="list-style-type: none"> • Objectives are not clearly communicated to students, teachers and parents • Fails to identify individual and group needs and does not plan the appropriate instructional strategies, materials and resources • Does not assist teachers in selecting instructional materials and strategies • Does not deals effectively with student questions and difficulties; does not remediate nor reteach • Lacks sensitivity to differences in abilities, gender, learning style, social and cultural background

II. Professional Responsibilities – the occupational and physical therapists shall demonstrate behavior that reflects positively on the individual, district and profession.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students , parents and colleagues • Promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Works constructively with others to identify school problems and suggest possible solutions • Takes a proactive approach in performing school routines, responsibilities & always meets deadlines 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct in all interactions with students , parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions • Performs school routines, responsibilities & meets deadline 	<ul style="list-style-type: none"> • Sometimes on time to school, duties and meetings • Sometimes maintains appropriate professional conduct in all interactions with students , parents and colleagues • Usually maintains confidentiality • Usually adheres to District policies and procedures • Works with others to identify school problems • Attempts to perform school routines, responsibilities meets deadlines 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct in all interactions with students , parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others • Does not perform school routines, responsibilities or meets deadlines
<p>CONTRIBUTIONS TO CSE MEETINGS</p> <ul style="list-style-type: none"> • CSE information 	<ul style="list-style-type: none"> • Consistently selects appropriate tests and measures as part of the evaluation process • Consistently provides professionally written report of testing results • Accurately interprets and clearly communicates test data to parents and staff 	<ul style="list-style-type: none"> • Selects appropriate tests and measures as part of the evaluation process • Provides professionally written report of testing results • Accurately interprets and communicates testing data to parents and staff 	<ul style="list-style-type: none"> • Usually selects appropriate tests and measures as part of the evaluation process • Provides professionally written report of testing results • Accurately interprets and communicates testing data to staff and/or parents 	<ul style="list-style-type: none"> • Does not select appropriate tests and measures as part of the evaluation process • Provides written report of testing results • Interpretations are inaccurate

Components for Assessing Performance: School Nurse Rubrics

I. Preparation and Planning: The School Nurse shall demonstrate preparation employing the necessary health care needs				
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
IDENTIFYING HEALTH CARE GOALS <ul style="list-style-type: none"> Plans and assesses 	<ul style="list-style-type: none"> Consistently sets effective short-term and year-long goals for health care needs of students Consistently identifies individual needs and plans for the use of appropriate nursing care Consistently seeks out and collaborates with other school based nurses, specialists and administrators to better design modifications to meet the special health needs of students Thoroughly plans for students to increase responsibility for their own health care needs Thoroughly reviews, and evaluates students health records and medical history Thoroughly performs age appropriate screenings (i.e.: hearing, vision, scoliosis, physicals, etc) and follows up as needed 	<ul style="list-style-type: none"> Sets effective short-term and year-long goals for health care needs of students Identifies individual needs and plans for the use of appropriate nursing care Collaborates with other school based nurses, specialists and administrators to better design modifications to meet the special health needs of students Plans for students to increase responsibility for their own health care needs Reviews and evaluates students health records and medical history Performs age appropriate screenings (i.e.: hearing, vision, scoliosis, physicals, etc) and follows up as needed 	<ul style="list-style-type: none"> Sets short-term and year-long goals for health care needs of students Usually identifies individual needs and plans for the use of appropriate nursing care Usually collaborates with other school based nurses, specialists and administrators to design modifications to meet the special health needs of students Usually plans for students to increase responsibility for their own health care needs Usually reviews and evaluates students health records and medical history Performs age appropriate screenings (i.e.: hearing, vision, scoliosis, physicals, etc) and follows up as needed 	<ul style="list-style-type: none"> Fails to set effective short-term and year-long goals for health care needs of students Fails to identify individual needs and does not plan for the use of appropriate nursing care Does not collaborate with other school based nurses, specialists and administrators Does not plan for students to assume responsibility for their own health care needs Rarely reviews or evaluates students health records and medical history Fails to perform age appropriate screenings (i.e.: hearing, vision, scoliosis, physicals, etc) or follow up

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
II. Professional Responsibilities – the school nurse shall demonstrate behavior that reflects positively on the individual, district and profession.				
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
PROFESSIONAL BEHAVIOR <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students, parents and colleagues • Promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Works constructively with others to identify school problems and suggest possible solutions • Takes a proactive approach in performing school routines, responsibilities & always meets deadlines 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct s in all interactions with students, parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions • Performs school routines, responsibilities & meets deadlines 	<ul style="list-style-type: none"> • Sometimes on time to school, duties and meetings • Sometimes maintains appropriate professional conduct in all interactions with students, parents and colleagues • Usually maintains confidentiality • Usually adheres to District policies and procedures • Works with others to identify school problems • Attempts to perform school routines, responsibilities meets deadlines 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct in all interactions with students , parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others • Does not perform school routines, responsibilities or meets deadlines
EFFECTIVE HEALTH ROOM MANAGEMENT <ul style="list-style-type: none"> • Establishment of positive health room environment 	<ul style="list-style-type: none"> • Consistently uses time and health room space productively and efficiently • Consistently establishes and carries out reasonable and routine health room rules and procedures 	<ul style="list-style-type: none"> • Uses time and health room space productively and efficiently • Establishes and carries out reasonable and routine health room rules and procedures 	<ul style="list-style-type: none"> • Usually uses time and health room space productively and efficiently • Usually establishes and carries out reasonable and routine health room rules and procedures 	<ul style="list-style-type: none"> • Fails to use time and health room space productively and efficiently • Fails to establish and does not carry out reasonable and routine health room rules and procedures

Components for Assessing Performance: *School Media Specialist (Librarian) Rubrics*

I Preparation and Instructional Planning: The School Media Specialist shall demonstrate preparation employing the necessary pedagogical practices and support instruction				
Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>IDENTIFYING INSTRUCTIONAL GOALS</p> <ul style="list-style-type: none"> • Plans and Assesses • Collaboration • Evaluation 	<ul style="list-style-type: none"> • Consistently sets short-term and long-term goals within curricula maps • Consistently identifies, demonstrates and uses materials and resources, including technologies, that are appropriately matched to curricular goals and to individual student needs and learning styles • Consistently plans frequent instructional opportunities where students are interacting with teachers and one another while assuming increasing responsibility for their own learning • Consistently seeks out and collaborates with classroom teachers, specialists and administrators to help them design curriculum, assessment strategies, and/or instructional modifications to meet the special learning needs of students • Continually evaluates the library program in relation to changing needs and technology • Consistently presents information recognizing multiple points of view; encouraging students to assess the accuracy of information presented 	<ul style="list-style-type: none"> • Sets short-term and long-term goals within curricula maps • Identifies, demonstrates and uses materials and resources, including technologies, that are appropriately matched to curricular goals and to individual student needs and learning styles • Plans frequent instructional opportunities where students are interacting with teachers and one another while assuming increasing responsibility for their own learning • Seeks out and collaborates with classroom teachers, specialists and administrators to help them design curriculum, assessment strategies, and/or instructional modifications to meet the special learning needs of students • Evaluates the library program in relation to changing needs and technology • Presents information recognizing multiple points of view; encouraging students to assess the accuracy of information presented 	<ul style="list-style-type: none"> • Sets goals within curricula maps • Identifies, demonstrates and uses materials and resources, including technologies • Plans instructional opportunities where students are interacting with teachers • Collaborates with classroom teachers, specialists and administrators to help them design curriculum, assessment strategies, and/or instructional modifications • Evaluates the library program in relation to changing needs and technology • Encourages students to assess the accuracy of information presented 	<ul style="list-style-type: none"> • Fails to set short-term and long-term goals within curricula maps • Fails to identify, demonstrate or use materials and resources, including technologies • Does not provide instructional opportunities where students are interacting with teachers and one another • Does not collaborate with classroom teachers, specialists and administrators • Does not accurately evaluate the library program with relation to changing needs and technology • Presents information but fails to recognize multiple points of view; does not encourage students to assess the accuracy of information presented

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>IDENTIFYING COHERENT INSTRUCTIONAL SUPPORT</p> <ul style="list-style-type: none"> • Uses appropriate instructional techniques • Promotes equitable opportunities for student learning 	<ul style="list-style-type: none"> • Consistently implements clear lesson objectives and communicates these to students and teachers • Consistently provides opportunities for students' to be independent learners • Consistently identifies students' misconceptions and reteaches or extends teaching to meet individual and/or group needs • Understands and demonstrates to students the relevance of the subject matter of life-long learning and inter-relationship of various curricula • Encourages students to summarize important learning and to integrate them with prior knowledge • Consistently uses a variety of questioning techniques to stimulate student participation, including those which encourage and guide critical and independent thinking and the development of idea • Consistently demonstrates sensitivity to differences in 	<ul style="list-style-type: none"> • Implements clear lesson objectives and communicates these to students and teachers • Provide opportunities for students' to be independent learners • Identifies students' misconceptions and reteaches or extends teaching to meet individual and/or group needs • Understands and demonstrates to students the relevance of the subject matter of life-long learning and inter-relationship of various curricula • Encourages students to summarize important learning and to integrate them with prior knowledge • Uses a variety of questioning techniques to stimulate student participation, including those which encourage and guide critical and independent thinking and the development of idea • Demonstrates sensitivity to differences in abilities, gender, learning style, 	<ul style="list-style-type: none"> • Implements lesson objectives and communicates these to students and teachers • Attempts to provide the opportunity for students' to be independent learners • Identifies students' misconceptions and attempts to reteach • Attempts to demonstrate to students the relevance of the subject matter of life-long learning • Encourages students to summarize important learning • Uses questioning techniques to stimulate student participation, including those which encourage and guide critical and independent thinking and the development of idea • Attempts to demonstrate sensitivity to differences in abilities, gender, learning style, social and cultural 	<ul style="list-style-type: none"> • Fails to implement clear lesson objectives and communicate these to students and teachers • Does not provide the opportunity for students' to be independent learners • Neither identifies students' misconceptions nor reteaches to meet individual and/or group needs • Does not demonstrate to students the relevance of the subject matter of life-long learning • Does not encourage students to summarize important learning nor integrate them with prior knowledge • Fails to use a variety of questioning techniques to stimulate student participation • Fails to demonstrate sensitivity to

	abilities, gender, learning style, social and cultural background	social and cultural background	background	differences in abilities, gender, learning style, social and cultural background
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II. Professional Responsibilities – the School Media Specialist shall demonstrate behavior that reflects positively on the individual, district and profession.

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>PROFESSIONAL BEHAVIOR</p> <ul style="list-style-type: none"> • Attendance & Punctuality • Professional conduct • Confidentiality • Policies & Procedures • Problem solving • Records management • Duties, assignments & deadlines 	<ul style="list-style-type: none"> • Consistently on time to school, duties and meetings • Consistently maintains appropriate professional conduct in all interactions with students, parents and colleagues • Promotes and maintains confidentiality • Consistently adheres to District policies and procedures • Works constructively with others to identify school problems and suggest possible solutions • Takes a proactive approach in performing school routines, responsibilities & always meets deadlines • Consistently collaborates with local and regional library systems 	<ul style="list-style-type: none"> • On time to school, duties and meetings • Maintains appropriate professional conduct in all interactions with students, parents and colleagues • Maintains confidentiality • Adheres to District policies and procedures • Works with others to identify school problems and suggest possible solutions • Performs school routines, responsibilities & meets deadlines • Collaborates with local and regional library systems 	<ul style="list-style-type: none"> • Sometimes on time to school, duties and meetings • Sometimes maintains appropriate professional conduct in all interactions with students , parents and colleagues • Usually maintains confidentiality • Usually adheres to District policies and procedures • Works with others to identify school problems • Attempts to perform school routines, responsibilities meets deadlines • Learning to collaborate with local and regional library systems 	<ul style="list-style-type: none"> • Seldom on time to school, duties and meetings • Does not maintain appropriate professional conduct n all interactions with students , parents and colleagues • Disregards confidentiality • Does not adhere to District policies and procedures • Does not work well with others • Does not perform school routines, responsibilities or meets deadlines • Does not collaborate with local and regional library systems

Descriptive Element	Outstanding	Satisfactory	Developing	Unsatisfactory
<p>EFFECTIVE LIBRARY/MEDIA CENTER MANAGEMENT</p> <ul style="list-style-type: none"> • Establishment of positive Library/Media Center environment • Management and operation 	<ul style="list-style-type: none"> • Consistently uses time and space productively and efficiently • Consistently establishes and carries out reasonable and routine Library/Media Center rules and procedures • Effectively trains and supervises Library /Media staff • Consistently manages systems necessary for effective operation of the Library Media Center 	<ul style="list-style-type: none"> • Uses time and space productively and efficiently • Establishes and carries out reasonable and routine Library/Media Center rules and procedures • Trains and supervises Library /Media staff • Manages systems necessary for effective operation of the Library Media Center 	<ul style="list-style-type: none"> • Attempts to use time and space productively and efficiently • Attempts to establish and carries out reasonable and routine Library/Media Center rules and procedures • Attempts to supervise Library /Media staff • Learning to manage systems necessary for effective operation of the Library Media Center 	<ul style="list-style-type: none"> • Does not use time and space productively and efficiently • Neither establishes nor carries out reasonable and routine Library/Media Center rules and procedures • Does not adequately train or supervise Library /Media staff effectively • Does not manage systems necessary for effective operation of the Library Media Center

**Freeport Public Schools
Freeport, New York 11520**

Professional Personnel Goal-Setting Plan Form

School Year 20__-20__

Name: _____ Grade/Area: _____

Signature: _____ Date: _____

Building(s): _____

Principal/Designee: _____ Title: _____

Signature: _____ Date: _____

1. BASELINE DATA (Where I am now, which is based on previous year-end accomplishments)
2. DEMOGRAPHICS (Describe the population and special learning circumstances)
3. CONTENT AREA (The area/topic I will address, e.g. reading instruction, problem solving, etc.)
4. GOAL STATEMENT (What I want to accomplish this year—evidence of results in specific measurable terms, e.g. percentage points)
5. STRATEGIES FOR IMPROVEMENT (Activities I will use to accomplish my goal)
6. END-OF-YEAR DATA/RESULTS (Reflection on year-end accomplishments)

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year 20__-20__

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__-20__
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Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

Social Workers and Guidance Counselors

I. Preparation and Instructional Planning: the social workers and guidance counselors shall demonstrate appropriate preparation employing the necessary practices to support instruction.

Recommendations/Commendations:

Overall Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. A. Professional Responsibilities – the social worker and guidance counselor shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. B. Professional Responsibilities – the social worker shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

Social Workers and Guidance Counselors

I. Preparation and Instructional Planning: the social workers and guidance counselors shall demonstrate appropriate preparation employing the necessary practices to support instruction.

Recommendations/Commendations:

Overall Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. A. Professional Responsibilities – the social worker and guidance counselor shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. B. Professional Responsibilities – the social worker shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.

Recommendations/Commendations:

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__ - 20__
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Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

Speech Therapists

I. Preparation and Instructional Planning: the speech therapist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Recommendations/Commendations:

Rating: Outstanding Satisfactory Developing Unsatisfactory

II. Professional Responsibilities – the speech therapist shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: Outstanding Satisfactory Developing Unsatisfactory

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__-20__
--------------------	-----------

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

School Psychologists

I. Preparation and Assessment: the psychologist shall demonstrate appropriate preparation employing the necessary educational practices to support instruction.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. A. Professional Responsibilities – the psychologist shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. B. Professional Responsibilities – the psychologist shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__-20__
--------------------	-----------

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

Occupational Therapist/Physical Therapist

I. Preparation and Instructional Planning: The occupational and physical therapist shall demonstrate preparation employing the necessary pedagogical practices to support instruction.

Recommendations/Commendations:

Rating: Outstanding Satisfactory Developing Unsatisfactory

II. A. Professional Responsibilities – the occupational and physical therapist shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: Outstanding Satisfactory Developing Unsatisfactory

II. B. Professional Responsibilities – the occupational and physical therapist shall contribute to CSE process.

Recommendations/Commendations:

Rating: Outstanding Satisfactory Developing Unsatisfactory

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__-20__
--------------------	-----------

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

School Nurse

I. Preparation and Planning: The school nurse shall demonstrate preparation employing the necessary health care needs.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. Professional Responsibilities – the school nurse shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

**Freeport Public Schools
Freeport, New York 11520**

FORMATIVE EVALUATION REPORT

School Year	20__-20__
--------------------	-----------

Observation Date: _____ Observation Duration: _____

Name: _____ Position: _____

Signature: _____ Date: _____

Building(s): _____ Status: 1st 2nd 3rd Yr. **Tenured**

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: <input type="checkbox"/> Outstanding <input type="checkbox"/> Satisfactory <input type="checkbox"/> Developing <input type="checkbox"/> Unsatisfactory

Summary of Observation:

Overall Recommendations / Commendations:

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

School Media Specialist (Librarian)

I. Preparation and Instructional Planning: The school media specialist shall demonstrate preparation employing the necessary pedagogical practices and support instruction

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

II. Professional Responsibilities – the school media Specialist shall demonstrate behavior that reflects positively on the individual, district and profession.

Recommendations/Commendations:

Rating: **Outstanding** **Satisfactory** **Developing** **Unsatisfactory**

**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

Social Worker/Guidance Counselor: _____ **Time:** _____ **Date:** _____

Signature: _____ **Administrator:** _____

Subject/Grade: _____ **1st 2nd 3rd year / Tenured** **Building:** _____

Overall Rating: **O** **S** **D** **U** **NA** (Circle One) **Check Evidence**

Preparation and Planning

- Formulates objectives & appropriate strategies
- Identifies needs & plans intervention
- Acquires pertinent info from a variety of sources
- Assesses the effectiveness of intervention strategies
- Other: _____

Instructional Support

- Provides individual & group opportunities for students to develop critical & reflective skills
- Elicits student involvement in selecting goals
- Helps student to develop decision-making skills
- Assist student with scheduling, transcripts, post secondary plans
- Communicates positive expectations
- Has in-depth knowledge of post secondary options
- Other: _____

Environment

- Provides opportunity for students to receive/participate in counseling activities
- Demonstrates sensitivity to differences
- Works collaboratively with other staff members
- Works collaboratively with others to identify school problems & solutions
- Stimulates student's self-awareness & involvement in learning process
- Other: _____

Comments:

Competency in Professional Area

- Demonstrates in-depth knowledge in field of guidance/counseling
- Acts as resource person for staff, students and parents
- Employs &/or adapts sound guidance/counseling materials & practices
- Demonstrates knowledge of secondary school requirements
- Other: _____

Effective Management

- Uses time & space productively & efficiently
- Maintains a high level of student participation with time on task
- Employs strategies for crisis intervention
- Attends to referral in a timely manner
- Is available at reasonable times outside appointment schedule
- Other: _____

Social Worker/Guidance Counselor-Student Interaction

- Stimulates student's self-awareness & involvement in learning process.
- Listens positively & productively with students
- Communicates positive expectations for all students & reinforces positive behavior
- Listens well, responds appropriately & encourages student participation in discussion
- Other: _____

**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

Speech Therapist: _____ **Time:** _____ **Date:** _____

Signatures: _____ **Administrator:** _____

Subject/Grade: _____ **1st 2nd 3rd year / Tenured** **Building:** _____

Overall Rating: O S D U NA (Circle One) **Check Evidence**

<p>Preparation and Instructional Planning</p> <p><input type="checkbox"/> Plans are current and visible</p> <p><input type="checkbox"/> Clear and concise goals for IEP</p> <p><input type="checkbox"/> Uses materials & resources that are appropriately matched to student needs</p> <p><input type="checkbox"/> Other: _____</p> <p>Instructional Delivery</p> <p><input type="checkbox"/> Communicates clearly and accurately</p> <p><input type="checkbox"/> Provides opportunities for all students to participate in classroom</p> <p><input type="checkbox"/> Fosters independence and makes repeated efforts to support them in achieving goals</p> <p><input type="checkbox"/> Incorporates technology if appropriate</p> <p><input type="checkbox"/> Communicates positive expectations</p> <p><input type="checkbox"/> Has enthusiasm for subject matter</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Environment</p> <p><input type="checkbox"/> Conducive to learning and maximizing student achievement</p> <p><input type="checkbox"/> Attractively displays current student work</p> <p><input type="checkbox"/> Establishes procedures that ensure smooth transitions from one activity to another</p> <p><input type="checkbox"/> Other: _____</p> <p>Student Assessment /Evaluation</p> <p><input type="checkbox"/> Implements appropriate assessment strategies</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments:</p>	<p>Content Knowledge/ Curriculum Mastery</p> <p><input type="checkbox"/> Demonstrates in-depth knowledge in field of speech therapy/pathology</p> <p><input type="checkbox"/> Applies awareness of current developments in field in working with students, parents, staff</p> <p><input type="checkbox"/> Demonstrates knowledge of current research</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Management</p> <p><input type="checkbox"/> Uses available instructional time productively and efficiently</p> <p><input type="checkbox"/> Establishes and carries out rules and procedures</p> <p><input type="checkbox"/> Instructional materials and supplies are organized</p> <p><input type="checkbox"/> Maintains accurate records of progress</p> <p><input type="checkbox"/> Emergency procedures and daily schedules posted and followed</p> <p><input type="checkbox"/> Other: _____</p> <p>Speech Therapist-Student Interaction</p> <p><input type="checkbox"/> Stimulates student thinking & creativity through all communication channels as appropriate to the communication disorder</p> <p><input type="checkbox"/> Provides opportunity for all students to participate</p> <p><input type="checkbox"/> Provides positive reinforcement as appropriate</p> <p><input type="checkbox"/> Other: _____</p>
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**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

Occupational / Physical Therapist: _____ Time: _____ Date: _____

Signatures: _____ Administrator: _____

Subject/Grade: _____ 1st 2nd 3rd year / Tenured Building: _____

Overall Rating: O S D U NA (Circle One) Check Evidence

<p>Preparation and Instructional Planning</p> <p><input type="checkbox"/> Plans are current and visible</p> <p><input type="checkbox"/> Clear and concise goals for IEP</p> <p><input type="checkbox"/> Uses materials & resources that are appropriately matched to student needs</p> <p><input type="checkbox"/> Other: _____</p> <p>Instructional Delivery</p> <p><input type="checkbox"/> Communicates clearly and accurately</p> <p><input type="checkbox"/> Provides opportunities for all students to participate in classroom</p> <p><input type="checkbox"/> Fosters independence and makes repeated efforts to support them in achieving goals</p> <p><input type="checkbox"/> Incorporates technology if appropriate</p> <p><input type="checkbox"/> Communicates positive expectations</p> <p><input type="checkbox"/> Has enthusiasm for subject matter</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Environment</p> <p><input type="checkbox"/> Conducive to learning and maximizing student achievement</p> <p><input type="checkbox"/> Establishes procedures that ensure smooth transitions from one activity to another</p> <p><input type="checkbox"/> Other: _____</p> <p>Student Assessment /Evaluation</p> <p><input type="checkbox"/> Implements appropriate assessment strategies</p> <p><input type="checkbox"/> Other: _____</p> <p>Comments:</p>	<p>Content Knowledge/ Curriculum Mastery</p> <p><input type="checkbox"/> Demonstrates in-depth knowledge in field of speech therapy/pathology</p> <p><input type="checkbox"/> Applies awareness of current developments in field in working with students, parents, staff</p> <p><input type="checkbox"/> Demonstrates knowledge of current research</p> <p><input type="checkbox"/> Other: _____</p> <p>Classroom Management</p> <p><input type="checkbox"/> Uses available instructional time productively and efficiently</p> <p><input type="checkbox"/> Establishes and carries out rules and procedures</p> <p><input type="checkbox"/> Instructional materials and supplies are organized</p> <p><input type="checkbox"/> Maintains accurate records of progress</p> <p><input type="checkbox"/> Emergency procedures and daily schedules posted and followed</p> <p><input type="checkbox"/> Other: _____</p> <p>Therapist-Student Interaction</p> <p><input type="checkbox"/> Provides opportunity for all students to participate</p> <p><input type="checkbox"/> Provides positive reinforcement as appropriate</p> <p><input type="checkbox"/> Other: _____</p>
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**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

School Nurse: _____ **Time:** _____ **Date:** _____

Signature: _____ **Administrator:** _____

Subject/Grade: _____ **1st 2nd 3rd year / Tenured** **Building:** _____

Overall Rating: O S D U NA (Circle One)

Check Evidence

Preparation and Planning

- Sets short-term and year long goals for the healthcare needs of the students
- Identifies the individual needs and plans for the appropriate nursing care
- Plans for the student to increase the responsibility of their own health needs
- Seeks out and collaborates with others
- Provides health assessments and screenings as needed
- Other: _____

Effective Instruction

- Implements and communicates clear health care objectives
- Uses technology that is appropriately matched to nursing interventions and to individual student health needs
- Promotes students' independence with regard to health issues
- Uses a variety of strategies for individualized health teaching
- Other: _____

Assessment /Evaluation

- Implements innovative approaches to health assessment
- Other: _____

Comments:

Content Knowledge

- Demonstrates working knowledge of current school nursing
- Acts as health resource person
- Contributes to the ongoing evaluation of health services
- Keeps current in the field
- Other: _____

Nurse-Student Interaction

- Demonstrates and communicates enthusiasm for school nursing
- Demonstrates sensitivity to individual differences
- Schedules time for interaction with the student regarding health issues
- Other: _____

Health Room Management

- Uses time and space productively and efficiently
- Establishes and carries out rules and procedures
- Handles sensitive information with discretion
- Other: _____

**Freeport Public Schools
Freeport, New York**

Non-Scheduled Visitation

School Media Specialist: _____ **Time:** _____ **Date:** _____

Signature: _____ **Administrator:** _____

Subject/Grade: _____ **1st 2nd 3rd year / Tenured** **Building:** _____

Overall Rating: O S D U NA (Circle One) **Check Evidence**

Preparation and Planning

- Collaborates with classroom teacher
- Presents information recognizing multiple points of view
- Plans opportunities for student/teacher interaction
- Other: _____

Instructional Delivery

- Communicates clearly and accurately
- Uses a variety of discussion and questioning techniques
- Fosters independent activities
- Demonstrates relevance of subject matter to life long learning
- Incorporates technology
- Provides opportunity for creativity
- Other: _____

Environment

- Responds to student's questions in a timely and appropriate way
- Encourages students to persevere with challenging tasks
- Demonstrates sensitivity to differences
- Other: _____

Comments:

Content Knowledge

- Demonstrates appropriate knowledge of subject matter
- Acts as a subject area resource person
- Response to questions reflects knowledge of the content
- Other: _____

Media Center Management

- Uses time and space productively and efficiently
- Rules, procedures, rewards and consequences are posted and enforced
- Trains and supervises staff
- Effective operational systems are in place
- Develops and administers budget
- Collaborates with others
- Other: _____

Freeport Public Schools
Freeport, New York 11520

Professional Data Form (Optional)

Name: _____

The time for end-of-year evaluations is drawing near. Please complete this form so that an evaluator can give a complete evaluation and recognize your contributions. Feel free to use the back of this form.

1. **INNOVATIVE INSTRUCTIONAL PROGRAMS:** _____

2. **SERVICE ON DISTRICT COMMITTEES:** _____

3. **SCHOOL COMMITTEES:** _____

4. **ARTICLES PUBLISHED, SPEECHES PRESENTED OR WORKSHOPS PRESENTED:** _____

5. **SERVICES TO IMPROVE THE FUNCTION OF THE DEPARTMENT:** _____

6. **COMMUNITY SERVICE/PTA:** _____

7. **AFTER SCHOOL CLUBS / TEAMS:** _____

8. **GRADUATE OR IN-SERVICE COURSES:** _____

9. **CONFERENCES / WORKSHOPS ATTENDED:** _____

10. **ADDITIONAL COMMENTS:** _____

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building: _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives an "Unsatisfactory" or "Developing" rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Comments" section.

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

SOCIAL WORKERS AND GUIDANCE COUNSELORS

I. PREPARATION AND INSTRUCTIONAL PLANNING: the social workers and guidance counselors shall demonstrate appropriate preparation employing the necessary practices to support instruction.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
IDENTIFYING INSTRUCTIONAL SOCIAL AND EMOTIONAL GOALS				
Plans and Assesses	COMMENTS:			
Assist students to achieve learning objectives				
Assists students to achieve behavioral objects				
Assist students with scheduling, transcripts, post secondary plans (GC)				
DESIGNING COHERENT INSTRUCTIONAL SUPPORT				
Adapts to school and student needs	COMMENTS:			
Promotes equitable opportunities for student learning				
Competency in professional area				
II. A. PROFESSIONAL RESPONSIBILITIES – the social worker and guidance counselor shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
II. B. PROFESSIONAL RESPONSIBILITIES – the social worker shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
CONTRIBUTIONS TO CPSE AND CSE PROCESS (SOCIAL WORKER)				
CPSE and CSE referrals	COMMENTS:			
NYS Part 200 Regulations				

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building: _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives an "Unsatisfactory" or "Developing" rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Comments" section.

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SPEECH THERAPISTS

I. PREPARATION AND INSTRUCTIONAL PLANNING: the speech therapist shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
IDENTIFYING INSTRUCTIONAL GOALS				
Plans And Assesses	COMMENTS:			
DESIGNING COHERENT INSTRUCTIONAL SUPPORT				
Uses appropriate instructional techniques	COMMENTS:			
Promotes equitable opportunities for student learning				
II. A. PROFESSIONAL RESPONSIBILITIES – the speech therapist shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
II. B. PROFESSIONAL RESPONSIBILITIES – the speech therapist shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
CONTRIBUTIONS TO CPSE AND CSE MEETINGS				
CSE information	COMMENTS:			

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building: _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives an "Unsatisfactory" or "Developing" rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Comments" section.

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

SCHOOL PSYCHOLOGISTS

I. PREPARATION AND ASSESSMENT: the psychologist shall demonstrate appropriate preparation employing the necessary educational practices to support instruction.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
IDENTIFYING INSTRUCTIONAL, SOCIAL & EMOTIONAL GOALS				
Establishes psychological objectives	COMMENTS:			
Assist students to achieve learning objectives				
Assist students to achieve behavioral objectives				
DESIGNING COHERENT INSTRUCTIONAL SUPPORT				
Adapts to school and student needs	COMMENTS:			
Promotes equitable opportunities and appreciation of diversity for all students				
Selects appropriate materials, methodology and behavioral objectives				
PSYCHOEDUCATIONAL ASSESSMENT				
Test Administration	COMMENTS:			
Interpretation of test results				
Clinical judgments				
Clinical recommendations				
II. A. PROFESSIONAL RESPONSIBILITIES – the psychologist shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
II. B. PROFESSIONAL RESPONSIBILITIES – the psychologist shall contribute to CPSE/CSE process and familiar with the NYS Part 200 Regulations.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
CONTRIBUTIONS TO CPSE AND CSE MEETINGS				
CPSE and CSE placements	COMMENTS:			
CPSE and CSE information				
NYS Part 200 Regulations				

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building: _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives an "Unsatisfactory" or "Developing" rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Comments" section.

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OCCUPATIONAL THERAPIST/PHYSICAL THERAPIST

I. PREPARATION AND INSTRUCTIONAL PLANNING: The occupational and physical therapist shall demonstrate preparation employing the necessary pedagogical practices to support instruction.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
DESIGNING COHERENT INSTRUCTIONAL SUPPORT				
Uses appropriate instructional techniques	COMMENTS:			
Promotes equitable opportunities for student learning				
II. A. PROFESSIONAL RESPONSIBILITIES – the occupational and physical therapist shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
II. B. PROFESSIONAL RESPONSIBILITIES – the Occupational Therapist/Physical Therapist shall contribute to CSE process.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
CONTRIBUTIONS TO CSE MEETINGS				
CSE information	COMMENTS:			

**Freeport Public Schools
Freeport, New York 11520**

SUMMATIVE EVALUATION REPORT

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Building: _____ Status: 1st 2nd 3rd Yr. Tenured

Evaluator: _____ Title: _____

Signature: _____ Date: _____

Overall Rating: Outstanding Satisfactory Developing Unsatisfactory

Directions:

Beside each descriptive element, place a check in the column that best describes the staff member's performance. Each descriptive element must be completed. When a staff member receives an "Unsatisfactory" or "Developing" rating, comments must be made. Those comments will come from claims and/or judgments that are backed by evidence through supporting documentation. Commendations may also be written under the "Comments" section.

The Freeport School District does not discriminate on the basis of race, national origin, sex or handicap in the educational programs or activities which it operates.

SCHOOL NURSE

I. PREPARATION AND PLANNING: The school nurse shall demonstrate preparation employing the necessary health care needs.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
IDENTIFYING HEALTH CARE GOALS				
Plans and assesses	COMMENTS:			
DESIGNING COHERENT HEALTH CARE SUPPORT				
Uses appropriate health care techniques and technology	COMMENTS:			
Serves as on-site the health care expert				
Promotes equitable opportunities for student learning				
II. PROFESSIONAL RESPONSIBILITIES – the school nurse shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
EFFECTIVE HEALTH ROOM MANAGEMENT				
Establishment of positive health room environment	COMMENTS:			

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Freeport, New York 11520**

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SCHOOL MEDIA SPECIALIST (LIBRARIAN)

I. PREPARATION AND INSTRUCTIONAL PLANNING: The school media specialist shall demonstrate preparation employing the necessary pedagogical practices and support instruction				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
IDENTIFYING INSTRUCTIONAL GOALS				
Plans and assesses	COMMENTS:			
Collaboration				
Evaluation				
IDENTIFYING COHERENT INSTRUCTIONAL SUPPORT				
Uses appropriate instructional techniques	COMMENTS:			
Promotes equitable opportunities for student learning				
II. PROFESSIONAL RESPONSIBILITIES – the school media Specialist shall demonstrate behavior that reflects positively on the individual, district and profession.				
DESCRIPTIVE ELEMENT	OUTSTANDING	SATISFACTORY	DEVELOPING	UNSATISFACTORY
PROFESSIONAL BEHAVIOR				
Attendance & Punctuality	COMMENTS:			
Professional conduct				
Confidentiality				
Policies & Procedures				
Problem solving				
Records management				
Duties, assignments & deadlines				
EFFECTIVE LIBRARY/ MEDIA CENTER MANAGEMENT				
Establishment of positive Library/Media Center environment	COMMENTS:			
Management and operation				

**Freeport Public Schools
Freeport, New York 11520**

Professional Personnel Improvement Plan Form

(To be completed by professional personnel in consultation with administrator)

School Year 20__-20__

Name: _____ Position: _____

Signature: _____ Date: _____

Mid-Year Conference Date: _____

End-of-Year Conference Date: _____

Building(s): _____

Principal/Designee Name: _____ Title: _____

Signature: _____ Date: _____

1. Areas for Improvement:

2. Recommendations for Improvement

3. Supports Available

4. Monitoring System

Glossary

Administrator/Supervisor: The person who is responsible for the management for the organization within which the professional personnel works , who usually is in charge of the evaluation of professional personnel, and who is accountable for the quality of learning and for insuring that professional personnel have, to the extent possible, the resources needed to perform their duties and professional responsibilities

Data: The information and evidence gathered during the assessment process for use in determining the level of performance.

Evaluation Team: Persons who may be involved in the input/evaluation process for professional personnel

Formative/Formal Evaluation: An evaluation conducted primarily for the purpose improving the professional personnel through identifying his/her strengths or weaknesses and for which the professional personnel can prepare.

Formative Evaluation Report: Document on which to record data following the formal observation

Non-Scheduled Visitation: An evaluation activity of professional personnel with little or no advance notice.

Pre-Observation Conference: Face-to-face meeting, prior to the formal observation, between the evaluator and the professional personnel to discuss the lesson / activity to be observed.

Rubrics Rating Scale Defined:

- **OUTSTANDING:** Exhibits superior performance and expertise in a particular area.
- **SATISFACTORY:** Meets standards and expectations.
- **DEVELOPING:** Attempts to meet standards and expectations. (Only new teachers or teachers new to subject/grade/program may be rated developing. However, new teachers that are satisfactory / outstanding may be rated as such.)
- **UNSATISFACTORY:** Does not meet standards and expectations.

Summative Evaluation: An assessment conducted primarily to determine the year-long progress of professional personnel

Summative Evaluation Report: Document containing the results of the progress which has been made toward the achievement of a predetermined objective.