



PROFESSIONAL PERFORMANCE REVIEW

Pupil Personnel Observation/Evaluation Form

Name _____		Evaluator _____	
Program _____	Position _____	Site _____	
Tenured: Yes _____ No _____			
Observation Date _____	Time _____		
Pre-Conference Date _____	Post-Conference Date _____		

Note: Criteria must be evaluated in accordance with Commissioner's Regulations. A rating of Unsatisfactory on any criteria requires a Professional Improvement Plan. A rating of Basic on any of the criteria may result in a Professional Improvement Plan.

Professional Knowledge				
The individual shall demonstrate thorough knowledge of the professional skills as they relate to their area of expertise				
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of resources	The individual exhibits little knowledge of other professional resources in the school and/or in the community. <input type="checkbox"/>	The individual exhibits some knowledge of other professional resources in the school and/or in the community and is learning how and when to access them. <input type="checkbox"/>	The individual exhibits knowledge of other professional resources in the school and/or in the community and knows how and when to access them. <input type="checkbox"/>	The individual exhibits extensive knowledge of other professional resources in the school and/or in the community and utilizes them for the maximum benefit of the student. <input type="checkbox"/>

Professional Knowledge				
	Unsatisfactory	Basic	Proficient	Distinguished
Resourcefulness	The individual exhibits little knowledge of advocacy and referral and struggles with generating intervention recommendations that are appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits basic knowledge of advocacy and referral when generating intervention recommendations that are usually appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits knowledge of advocacy and referral when generating intervention recommendations that are consistently appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits an extensive knowledge of advocacy and referral when generating intervention recommendations that are consistently appropriate to student development and student needs. <input type="checkbox"/>
Acquire knowledge/skills	The individual demonstrates little willingness to add knowledge/skills as it relates to specific student needs. <input type="checkbox"/>	The individual demonstrates a willingness to add knowledge/skills as it relates to specific student needs. <input type="checkbox"/>	The individual demonstrates a willingness to add knowledge/skills as it relates to specific student needs and actively seeks professional development opportunities. <input type="checkbox"/>	The individual demonstrates a willingness to add knowledge & skills as it relates to specific student needs, actively seeking professional development opportunities for him/her self and others. <input type="checkbox"/>
Research Based Practices	The individual does not integrate researched based practices into strategies utilized with students. <input type="checkbox"/>	The individual integrates some researched based practices into the strategies utilized with students. <input type="checkbox"/>	The individual frequently integrates researched based practices into the strategies utilized with students. <input type="checkbox"/>	The individual consistently integrates research-based practices into the strategies utilized with students. <input type="checkbox"/>
Comments:				

Professional Delivery				
The individual shall demonstrate reliability, responsiveness and resourcefulness in fulfillment of roles and responsibilities in dealing with students, parents, teachers and other professionals.				
	Unsatisfactory	Basic	Proficient	Distinguished
Developmentally appropriate intervention strategies	The individual does not respond with developmentally appropriate intervention strategies. <input type="checkbox"/>	The individual responds with developmentally appropriate intervention strategies, though they are not always the most effective. <input type="checkbox"/>	The individual responds with developmentally appropriate interventions strategies that are effective. <input type="checkbox"/>	The individual consistently responds with developmentally appropriate intervention strategies that are effective and creative. <input type="checkbox"/>

Professional Delivery

	Unsatisfactory	Basic	Proficient	Distinguished
Initiative	The individual demonstrates little initiative in response to student concerns. <input type="checkbox"/>	The individual demonstrate initiative in response to student concerns, but is not always effective. <input type="checkbox"/>	The individual demonstrates initiative in response to student concerns and responds effectively. <input type="checkbox"/>	The individual demonstrates initiative in response to student concerns and often anticipates what those concerns will be. <input type="checkbox"/>
Advocacy and referral	The individual does not advocate and refer on the behalf of students/families. <input type="checkbox"/>	The individual advocates and refers on the behalf of students/families. <input type="checkbox"/>	The individual consistently and effectively advocates and refers on the behalf of students/families. <input type="checkbox"/>	The individual consistently and effectively advocates and refers on the behalf of students/families, often anticipating what resources are needed. <input type="checkbox"/>
Flexibility, cooperation and creativity	The individual does not demonstrate flexibility, cooperation and creativity in his/her interactions with students, staff, parents and other professionals. <input type="checkbox"/>	The individual demonstrates some flexibility cooperation, creativity in his/her interactions with students, staff, parents, and other professionals. <input type="checkbox"/>	The individual demonstrates flexibility, cooperation, and creativity in his/her interactions with students, staff, parents and other professionals. <input type="checkbox"/>	The individual demonstrates a high level of flexibility cooperation and creativity in his/her interactions with students, staff, parents and other professionals. <input type="checkbox"/>
Openness, acceptance, tolerance, and empathy	The individual shows little openness, acceptance, or empathy in his/her relationship with others. <input type="checkbox"/>	The individual shows openness, acceptance, tolerance, and empathy in his/her relationship with others. <input type="checkbox"/>	The individual shows openness, acceptance, tolerance and empathy in his/her relationship with others, effectively bridging communication gaps. <input type="checkbox"/>	The individual shows a high level of openness, acceptance, tolerance and empathy in their relationship with others, effectively bridging communication gaps. <input type="checkbox"/>
Understanding and appreciation of diversity	The individual does not demonstrate an understanding or appreciation of diversity. <input type="checkbox"/>	The individual generally demonstrates understanding and appreciation of diversity. <input type="checkbox"/>	The individual consistently demonstrates an understanding and appreciation of diversity. <input type="checkbox"/>	The individual works well with everyone, displaying an understanding and appreciation of diversity and cultural differences. <input type="checkbox"/>
Comments:				

Communication

The individual shall effectively use oral, written and non-verbal communication skills

	Unsatisfactory	Basic	Proficient	Distinguished
Oral communication	The individual does not orally communicate findings to students, parents, teachers, and other professionals or does so in language that is not understandable. <input type="checkbox"/>	The individual inconsistently orally communicates findings to students, parents, teachers, and other professionals but does so in language that is understandable. <input type="checkbox"/>	The individual adequately orally communicates findings to students, parents, teachers, and other professionals and always does so in language that is understandable. <input type="checkbox"/>	The individual strongly and effectively orally communicates findings to students, parents, teachers, and other professionals in language that is very understandable. <input type="checkbox"/>
Recommendation	The individual generates recommendations that are not appropriate to students' needs. <input type="checkbox"/>	The individual generates recommendations that are appropriate to students' needs but may not always be the most effective. <input type="checkbox"/>	The individual generates recommendations that are effective and appropriate to students' needs. <input type="checkbox"/>	The individual generates recommendations that are appropriate to students' needs and often reflect a creative and thoughtful approach. <input type="checkbox"/>
Written Communication	The individual demonstrates little or no ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report. <input type="checkbox"/>	The individual demonstrates some ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report. <input type="checkbox"/>	The individual demonstrates the ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report. <input type="checkbox"/>	The individual demonstrates a strong ability to integrate background information, behavioral observations, assessment data and the opinions of others who instruct or have assessed the student into a cohesive, relevant report. <input type="checkbox"/>
Knowledge of resources	The individual exhibits little knowledge of other professional resources in the school and/or in the community. <input type="checkbox"/>	The individual exhibits some knowledge of other professional resources in the school and/or in the community and is learning how and when to access them. <input type="checkbox"/>	The individual exhibits knowledge of other professional resources in the school and/or in the community and knows how and when to access them. <input type="checkbox"/>	The individual exhibits extensive knowledge of other professional resources in the school and/or in the community and utilizes them for the maximum benefit of the student. <input type="checkbox"/>
Resourcefulness	The individual exhibits little knowledge of advocacy and referral and struggles with generating intervention recommendations that are appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits basic knowledge of advocacy and referral when generating intervention recommendations that are usually appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits knowledge of advocacy and referral when generating intervention recommendations that are consistently appropriate to student development and student needs. <input type="checkbox"/>	The individual exhibits an extensive knowledge of advocacy and referral when generating intervention recommendations that are consistently appropriate to student development and student needs. <input type="checkbox"/>

Comments:

Collaboration

The Individual shall demonstrate an effective collaborative relationship with students, parents or guardians, and support personnel to meet the emotional needs of students.

	Unsatisfactory	Basic	Proficient	Distinguished
Collaborates with colleagues	The individual does not work collaboratively with colleagues. <input type="checkbox"/>	The individual works collaboratively with colleagues when given the opportunity. <input type="checkbox"/>	The individual works collaboratively with colleagues and occasionally takes on a leadership role. <input type="checkbox"/>	The individual consistently works collaboratively with colleagues, often taking on a leadership role. <input type="checkbox"/>
Collaborates with parents	The individual does not collaborate with parents. <input type="checkbox"/>	The individual inconsistently collaborates with parents. <input type="checkbox"/>	The individual frequently collaborates with parents, as appropriate. <input type="checkbox"/>	The individual is extremely effective in collaborating with parents, and always knows when it is appropriate. <input type="checkbox"/>
Collaborates with community agencies	The individual does not work collaboratively with community agencies. <input type="checkbox"/>	The individual sometimes works collaboratively with outside agencies but has a limited resource base. <input type="checkbox"/>	The individual frequently works collaboratively with community agencies and has a solid resource base. <input type="checkbox"/>	The individual consistently works collaboratively with community agencies and has an extensive resource base. <input type="checkbox"/>
Collaborates with home school districts	The individual does not work collaboratively with home school districts. <input type="checkbox"/>	The individual has limited contact with home school districts or only works collaboratively with selected districts. <input type="checkbox"/>	The individual has a solid relationship with home school districts and works collaboratively to benefit the student. <input type="checkbox"/>	The individual consistently takes a leadership role in initiating collaborative efforts with home school districts to provide maximum benefits for all students. <input type="checkbox"/>
Comments:				

Reflective and Responsive Practices

The Individual uses reflective and responsive practices to promote professional growth.

	Unsatisfactory	Basic	Proficient	Distinguished
Responsiveness to the need for emergency intervention	The individual does not make adjustments of priorities based on the needs of a crisis. <input type="checkbox"/>	The individual generally makes adjustments of priorities based on the needs of a crisis. <input type="checkbox"/>	The individual makes frequent adjustments of priorities based on the needs of a crisis. <input type="checkbox"/>	The individual consistently makes quick and accurate adjustments of priorities based on the need of a crisis. <input type="checkbox"/>

Reflective and Responsive Practices

	Unsatisfactory	Basic	Proficient	Distinguished
Responsiveness to individual needs of students, parents, staff for long term intervention	The individual does not consider the individual needs of those involved to establish plans and goals for long-term intervention. <input type="checkbox"/>	The individual focuses on the needs of those involved to establish plans and goals for long-term intervention, but does not always provide the most effective plan. <input type="checkbox"/>	The individual focuses on the needs of those involved to establish plans and goals for long-term intervention and provides an effective plan. <input type="checkbox"/>	The individual makes consistent thoughtful and accurate assessment of individual needs of those involved to establish extensive plans and goals for long-term intervention. <input type="checkbox"/>
Reflective practices	The individual does not reflect on situations so that future performance can be changed. <input type="checkbox"/>	The individual reflects on situations and uses that information to make some improvements to future performance. <input type="checkbox"/>	The individual reflects on situations and uses that information to consistently make improvements to future performance. <input type="checkbox"/>	The individual consistently makes thoughtful and accurate assessment of their own performance in order to improve future performance. <input type="checkbox"/>
Comments:				

Specialized Competencies — School Psychologist

	Unsatisfactory	Basic	Proficient	Distinguished
Establishing Goals for the psychology program that are appropriate to the setting and students served	The psychologist has no clear goals for the psychology program or they are inappropriate to either the situation or the age of the students. <input type="checkbox"/>	The psychologist's goals for the program are rudimentary and are partially suitable to the situation and the age of the students. <input type="checkbox"/>	The psychologist's goals for the program are clear and appropriate to the situation and to the age of the students. <input type="checkbox"/>	The psychologist's goals for the program are highly appropriate to the situation and to the age of the students and have been developed following consultations with students, parents and colleagues. <input type="checkbox"/>
Establishing a culture for positive mental health throughout the school	The psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers or between students and teachers. <input type="checkbox"/>	The psychologist attempts to promote a culture throughout the school for positive mental health among students and teachers. <input type="checkbox"/>	The psychologist promotes a culture throughout the school for positive mental health among students and teachers. <input type="checkbox"/>	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both students and teachers. <input type="checkbox"/>
Establishing rapport with students	The psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the counseling environment. <input type="checkbox"/>	The psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful. <input type="checkbox"/>	The psychologist's interactions with students are positive and respectful; students appear to be comfortable in the counseling environment. <input type="checkbox"/>	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship. <input type="checkbox"/>
Maintaining accurate records	The psychologist's records are in disarray; they may be missing, illegible, or stored in an unsecure location. <input type="checkbox"/>	The psychologist's records are accurate, legible and are stored in a secure location. <input type="checkbox"/>	The psychologist's records are accurate, legible, well organized and stored in a secure location. <input type="checkbox"/>	The psychologist's records are accurate, legible, well organized and stored in a secure location. They are written in a manner that is easily understood by another qualified professional. <input type="checkbox"/>
Showing Professionalism	The psychologist displays dishonesty in interaction with colleagues, students and the public. Violates principles of confidentiality. <input type="checkbox"/>	The psychologist displays dishonesty in interaction with colleagues, students and the public. Plays a moderate advocacy role for students, and does not violate confidentiality. <input type="checkbox"/>	The psychologist displays high standards of honesty, integrity and confidentiality in interaction with colleagues, students and the public. Advocates for students when needed. <input type="checkbox"/>	The psychologist can be counted on to hold the highest standards of honesty, integrity and confidentiality. Advocates for students, taking a leadership role with colleagues. <input type="checkbox"/>

Comments:

Specialized Competencies — Guidance Counselor

	Unsatisfactory	Basic	Proficient	Distinguished
Student Career Exploration	The counselor does not organize or facilitate age appropriate career exploration experiences. <input type="checkbox"/>	The counselor demonstrates some ability to organize and facilitate age appropriate career exploration experiences. <input type="checkbox"/>	The counselor organizes and facilitates age appropriate career exploration experiences. <input type="checkbox"/>	The counselor is highly skilled at organizing and facilitating a variety of age appropriate career exploration experiences. <input type="checkbox"/>
Academic Achievement	The counselor does not promote or communicate with parents and/or students the essential components of academic success. <input type="checkbox"/>	The counselor at times promotes and/or communicates with parents and students the essential components for academic success. <input type="checkbox"/>	The counselor promotes and communicates with parents and students the essential components for academic success. <input type="checkbox"/>	The counselor consistently promotes and communicates with parents and students the essential components for academic success. <input type="checkbox"/>
Transition Options for Post-Secondary	The counselor does not generate post-secondary options that are appropriate to the students' plans that fit that aptitude and interests. <input type="checkbox"/>	The counselor generates post-secondary options that are somewhat appropriate to the students' plans that fit that aptitude and interests. <input type="checkbox"/>	The counselor generates post-secondary options that are appropriate to the students' plans that fit that aptitude and interests. <input type="checkbox"/>	The counselor generates post-secondary options that are highly appropriate to the students' plans that fit that aptitude and interests. <input type="checkbox"/>
Organizes and Integrates Elements of Pre-College Intervention into Student Career Development Plans	The counselor does not demonstrate the ability to organize and integrate elements of pre-college counseling and guidance concepts into the career plans of students. <input type="checkbox"/>	The counselor demonstrates some ability to organize and integrate elements of pre-college counseling and guidance concepts into the career plans of the students. <input type="checkbox"/>	The counselor demonstrates the ability to organize and integrate elements of pre-college counseling and guidance concepts into the plans of students. <input type="checkbox"/>	The counselor is highly skilled at organizing and integrating elements of pre-college counseling and guidance concepts into the career plans of students. <input type="checkbox"/>
Comments:				

Specialized Competencies – School Social Worker

	Unsatisfactory	Basic	Proficient	Distinguished
Prevention	The school social worker does not provide prevention strategies to students. <input type="checkbox"/>	The school social worker provides prevention strategies that are somewhat appropriate but not always the most effective. <input type="checkbox"/>	The school social worker provides prevention strategies that are appropriate and effective. <input type="checkbox"/>	The school social worker provides prevention strategies that are appropriate, often creative and highly effective. <input type="checkbox"/>
Case Management for Students	The school social worker demonstrates little ability to provide appropriate case management for students. <input type="checkbox"/>	The school social worker demonstrates ability to provide appropriate case management for students in most instances. <input type="checkbox"/>	The school social worker demonstrates the ability to provide appropriate and effective case management for students on a consistent basis. <input type="checkbox"/>	The school social worker demonstrates a strong and intuitive ability to provide highly appropriate case management for students on a consistent basis. <input type="checkbox"/>
Groups for Students	The school social worker does not conduct developmentally appropriate groups for students and/or recognize the need for such groups. <input type="checkbox"/>	The school social worker demonstrates the ability to conduct developmentally appropriate groups for students but does not always recognize the need for specific groups. <input type="checkbox"/>	The school social worker demonstrates the ability to recognize the need for specific groups and conduct developmentally appropriate groups for students based on that need. <input type="checkbox"/>	The school social worker demonstrates a strong ability to conduct developmentally appropriate crisis oriented groups for students. <input type="checkbox"/>
Crisis Management for Students	The school social worker does not respond appropriately to a student in crisis. <input type="checkbox"/>	The school social worker demonstrates some ability to respond appropriately to a student in crisis. <input type="checkbox"/>	The school social worker demonstrates appropriate and effective intervention strategies for a student in crisis. <input type="checkbox"/>	The school social worker demonstrates a strong ability to respond appropriately, effectively, and often creatively to a student in crisis. <input type="checkbox"/>
Comments:				

Specialized Competencies – OT/PT/Speech

	Unsatisfactory	Basic	Proficient	Distinguished
Demonstrating knowledge of district, state, and federal regulations and guidelines	The therapist demonstrates little or no knowledge of special education laws and procedures. <input type="checkbox"/>	The therapist demonstrates basic knowledge of special education laws and procedures. <input type="checkbox"/>	The therapist demonstrates thorough knowledge of special education laws and procedures. <input type="checkbox"/>	The therapist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. <input type="checkbox"/>
Planning the therapy program, integrated with the regular school program, to meet the needs of individual students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	The therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. <input type="checkbox"/>	The therapist's plan has a guiding principle and all activities are aligned with the students' goals. <input type="checkbox"/>	The therapist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program. <input type="checkbox"/>
Developing a plan to evaluate the therapy program	The therapist has no plan to evaluate the program or resists suggestions that such an evaluation is important. <input type="checkbox"/>	The therapist has a rudimentary plan to evaluate the therapy program. <input type="checkbox"/>	The therapist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. <input type="checkbox"/>	The therapist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. <input type="checkbox"/>
Responding to referrals and evaluating student needs	The therapist fails to respond to referrals or makes hasty assessments of student needs. <input type="checkbox"/>	The therapist responds to referrals when pressed and makes adequate assessments of student needs. <input type="checkbox"/>	The therapist responds to referrals and makes thorough assessments of student needs. <input type="checkbox"/>	The therapist is proactive in responding to referrals and makes highly competent assessments of student needs. <input type="checkbox"/>
Comments:				

Specialized Competencies – School Nurse

	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Care	The school nurse demonstrates minimal ability to improve the quality and effectiveness of school health services. <input type="checkbox"/>	The school nurse demonstrates the ability to improve the quality and effectiveness of school health services. <input type="checkbox"/>	The school nurse demonstrates the ability most of the time to improve the quality and effectiveness of school health services. <input type="checkbox"/>	The school nurse demonstrates the ability to continually improve the quality and effectiveness of school health services. <input type="checkbox"/>
Health Program Management	The school nurse demonstrates minimal knowledge of current professional practice standards, relevant education and health care laws, regulations and district policies. <input type="checkbox"/>	The school nurse demonstrates some knowledge of current professional practice standards, relevant education and health care laws, regulations and district policies. <input type="checkbox"/>	The school nurse demonstrates a working knowledge of current professional practice standards, relevant education and health care laws, regulations and district policies. <input type="checkbox"/>	The school nurse demonstrates a high level of knowledge of current professional practice standards, relevant education and health care laws, regulations and district policies. <input type="checkbox"/>
Wellness Promotion	The school nurse demonstrates minimal knowledge and ability to assist students, families, school staff and the community to achieve optimal levels of wellness through appropriate communication and collaboration. <input type="checkbox"/>	The school nurse demonstrates some knowledge and ability to assist students, families, school staff and the community to achieve optimal levels of wellness through appropriate communication and collaboration. <input type="checkbox"/>	The school nurse demonstrates the knowledge and ability to assist students, families, school staff and the community to achieve optimal levels of wellness through appropriate communication and collaboration. <input type="checkbox"/>	The school nurse demonstrates a high level of knowledge and ability to assist students, families, school staff and the community to achieve optimal levels of wellness through appropriate communication and collaboration. <input type="checkbox"/>
Professional Development	The school nurse rarely participates in continuing education activity related to clinical knowledge, program management and other professional issues, specialized training, special education and industry. <input type="checkbox"/>	The school nurse participates in continuing education activity related to clinical knowledge, program management and other professional issues. <input type="checkbox"/>	The school nurse participates consistently in continuing education activity related to clinical knowledge, program management and other professional issues. <input type="checkbox"/>	The school nurse exceeds in consistently participating in continuing education activity related to clinical knowledge, program management and other professional issues. <input type="checkbox"/>
Comments:				

Summary Comments: *(Please include comments regarding professionalism and adherence to Board policies)*

Administrator's Signature

Date

I have read the above. My signature does not necessarily constitute agreement.

Employee's Signature

Date

Rubric adapted from Charlotte Danielson, Enhancing Professional Practice: A Framework for Teaching