

PROFESSIONAL PERFORMANCE REVIEW

Observation/Evaluation Form for Related Service Providers

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,				
	Ineffective	Developing	Effective	Highly effective
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/skill as it relates to specific student needs and actively seeks professional development opportunities. <input type="checkbox"/>	The individual demonstrates a willingness to add knowledge & skill as it relates to specific student needs, actively seeking professional development opportunities and shares with others. <input type="checkbox"/>

Professional Knowledge

The individual shall demonstrate thorough knowledge of the professional skills as they relate to their area of expertise

	Ineffective	Developing	Effective	Highly effective
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 advocacy in fulfillment of roles and responsibilities in dealing with students, parents, teachers and other professionals.

	Ineffective	Developing	Effective	Highly Effective
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 and adapts with developmentally appropriate interventions strategies that are effective. <input type="checkbox"/>	The individual consistently responds and adapts with developmentally appropriate intervention strategies that are effective and creative. <input type="checkbox"/>
Responsiveness	The individual exhibits minimal response to student concerns. <input type="checkbox"/>	The individual responds to student concerns, but is not always effective. <input type="checkbox"/>	The individual consistently and effectively responds to student concerns. <input type="checkbox"/>	The individual consistently and effectively responds 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"/>

Professional Delivery

The individual shall demonstrate reliability, responsiveness and advocacy in fulfillment of roles and responsibilities in dealing with students, parents, teachers and other professionals.

	Ineffective	Developing	Effective	Highly Effective
Openness, acceptance, tolerance, and empathy	The individual shows little openness, acceptance, or empathy in his/her relationships with others. <input type="checkbox"/>	The individual shows openness, acceptance, tolerance, and empathy in his/her relationships with others. <input type="checkbox"/>	The individual show openness, acceptance, tolerance and empathy in his/her relationships with others, effectively bridging communication gaps. <input type="checkbox"/>	The individual shows a high level of openness, acceptance, tolerance and empathy in his/her relationships with others, effectively bridging communications 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 consistently demonstrates a high level of understanding and appreciation of diversity and cultural differences. <input type="checkbox"/>
Demonstrating knowledge of District, State, and/or Federal Regulations, guidelines and documentation	Demonstrates little of no knowledge of laws and procedures. <input type="checkbox"/>	Demonstrates basic knowledge of laws and procedures. <input type="checkbox"/>	Demonstrates thorough knowledge of laws and procedures. <input type="checkbox"/>	Knowledge of laws and procedures is extensive; The individual takes a leadership role. <input type="checkbox"/>
Establishing rapport with students	The individual interactions with students are negative or inappropriate; students appear uncomfortable. <input type="checkbox"/>	The individual interactions are a mix of positive and negative; the efforts at developing rapport are partially successful. <input type="checkbox"/>	The individual interactions with students are positive and respectful; the student appears to be comfortable with the professional. <input type="checkbox"/>	Students seek out the individual reflecting a high degree of comfort and trust in the relationship. <input type="checkbox"/>
Comments:				

Communication

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

	Ineffective	Developing	Effective	Highly Effective
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"/>

Communication

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

	Ineffective	Developing	Effective	Highly Effective
Recommendations	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"/>
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.

	Ineffective	Developing	Effective	Highly Effective
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"/>

Collaboration

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

	Ineffective	Developing	Effective	Highly Effective
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 Practice

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

	Ineffective	Developing	Effective	Highly Effective
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 practice	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 performances. <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"/>

Specialized Competencies – School Psychologist/School Social Worker

	Ineffective	Developing	Effective	Highly Effective
Prevention	The individual does not provide prevention strategies to students. <input type="checkbox"/>	The individual provides prevention strategies that are somewhat appropriate but not always the most effective. <input type="checkbox"/>	The individual worker provides prevention strategies that are appropriate and effective. <input type="checkbox"/>	The individual provides prevention strategies that are appropriate, often creative and highly effective. <input type="checkbox"/>
Case Management for Students	The individual demonstrates little ability to provide appropriate case management for students. <input type="checkbox"/>	The individual demonstrates ability to provide appropriate case management for students in most instances. <input type="checkbox"/>	The individual demonstrates the ability to provide appropriate and effective case management for students on a consistent basis. <input type="checkbox"/>	The individual demonstrates a strong and intuitive ability to provide highly appropriate case management for students on a consistent basis. <input type="checkbox"/>
Groups for Students as Necessary	The individual does not conduct developmentally appropriate groups for student and/or recognize the need for such groups. <input type="checkbox"/>	The individual demonstrates the ability to conduct developmentally appropriate groups for students but does not always recognize the need for specific groups. <input type="checkbox"/>	The individual demonstrates the ability to recognize the need for specific groups and conduct developmentally appropriate groups for student based on that need. <input type="checkbox"/>	The individual demonstrates a strong ability to conduct developmentally appropriate crisis oriented groups for students. <input type="checkbox"/>
Crisis Management for Students	The individual does not respond appropriately to a student in crisis. <input type="checkbox"/>	The individual demonstrates some ability to respond appropriately to a student in crisis. <input type="checkbox"/>	The individual demonstrates appropriate and effective intervention strategies for a student in crisis. <input type="checkbox"/>	The individual demonstrates a strong ability to respond appropriately, effectively, and often creatively to a student in crisis. <input type="checkbox"/>
Establishing Goals for the program that are appropriate to the setting and students served.	The individual has no clear goals for the program or they are inappropriate to either the setting or the developmental age of the students. <input type="checkbox"/>	The individual's goals for the program are rudimentary and are partially suitable to the setting and the developmental age of the students. <input type="checkbox"/>	The individual's goals for the program are clear and appropriate to the setting and to the developmental age of the students. <input type="checkbox"/>	The individual's goals for the program are highly appropriate to the setting and to the developmental age of the students and have been developed following consultations with students, parents and colleagues. <input type="checkbox"/>
Collegial Support around Behavioral Expectations	The individual makes no attempt to disseminate information to colleagues regarding behavioral/academic strategies <input type="checkbox"/>	The individual displays some effort to disseminate information to colleagues regarding behavioral/academic strategies. <input type="checkbox"/>	The individual consistently disseminates information to colleagues regarding behavioral/academic strategies. <input type="checkbox"/>	The culture in the school for positive mental health among students and teachers, while guided by the individual, is maintained by both students and teachers. <input type="checkbox"/>

Specialized Competencies – School Counselor

	Ineffective	Developing	Effective	Highly Effective
Student College Career Readiness	The individual does not organize or facilitate age appropriate college and career exploration experiences. <input type="checkbox"/>	The individual demonstrates some ability to organize and facilitate age appropriate college and career exploration experiences. <input type="checkbox"/>	The individual organizes and facilitates age appropriate college and career experiences. <input type="checkbox"/>	The individual is highly skilled at organizing and facilitating a variety of age appropriate college and career experiences. <input type="checkbox"/>
Academic Achievement	The individual does not promote or communicate with students, parents and/or school districts the essential components of academic success. <input type="checkbox"/>	The individual, at times, promotes or communicates with students, parents and/or school districts the essential components for academic success. <input type="checkbox"/>	The individual promotes and communicates with students, parents and school districts the essential components for academic success. <input type="checkbox"/>	The individual consistently promotes and communicates with students, parents and school districts the essential components of academic success. <input type="checkbox"/>
Transition Options for Post-Secondary	The individual does not generate post-secondary options that are appropriate to the students' plans that fit their aptitude and interests. <input type="checkbox"/>	The individual generates post-secondary options that are somewhat appropriate to the students' plans that fit their aptitude and interests. <input type="checkbox"/>	The individual generates post -secondary options that are appropriate to the students' plans and fit their aptitude and interests. <input type="checkbox"/>	The individual generates post-secondary options that are highly appropriate to the students' plans and fit their aptitude and interests. <input type="checkbox"/>
Program Exploration and Recruitment Activities	The individual does not demonstrate the ability to organize and integrate elements of program exploration and recruitment activities into the counseling program. <input type="checkbox"/>	The individual demonstrates some ability to organize and integrate elements of program exploration and recruitment activities into the counseling program. <input type="checkbox"/>	The individual demonstrates the ability to organize and integrate elements of program exploration and recruitment activities into the counseling program. <input type="checkbox"/>	The individual is highly skilled at organizing and integrating elements of program exploration and recruitment activities into the counseling program. <input type="checkbox"/>

Comments:

Specialized Competencies – Audiologist/Occupational Therapist/Physical Therapist/Speech Therapist

	Ineffective	Developing	Effective	Highly Effective
Responding to referrals and appropriately assessing student needs	Individual fails to respond to referrals or provides hasty assessments. <input type="checkbox"/>	Individual responds to referrals when pressed and provides adequate assessments. <input type="checkbox"/>	Individual responds to referrals and provides thorough assessment of student needs. <input type="checkbox"/>	Individual responds to referrals and provides highly competent assessment of student needs. <input type="checkbox"/>
Session Structure	Session has no clearly defined structure or structure is chaotic. Time allocations are unrealistic. <input type="checkbox"/>	Session has a recognizable structure, although the structure is not uniformly maintained. Most time allocations are reasonable. <input type="checkbox"/>	Session has a clearly defined structure that activities are organized around. Time allocations are reasonable. <input type="checkbox"/>	Session structure is clear and allows for different pathways according to student need. Time allocations are well planned. <input type="checkbox"/>
Assistive Technology – when appropriate to student needs	Individual does not utilize evidenced based practice to recommend assistive technology when necessary. <input type="checkbox"/>	Individual attempts to use evidenced based practices to recommend developmentally appropriate assistive technology that may not always be the most effective. <input type="checkbox"/>	Individual uses evidenced based practices to recommend developmentally appropriate and effective assistive technology. <input type="checkbox"/>	Individual uses evidenced based practices to recommend and provide instruction for developmentally appropriate and effective assistive technology. <input type="checkbox"/>
Designs relevant intervention based on student need.	Intervention is not supportive or consistent with student needs. <input type="checkbox"/>	Intervention is occasionally supportive and consistent with student needs. <input type="checkbox"/>	Intervention is supportive and consistent with student needs. <input type="checkbox"/>	Individual uses evidenced based practices to recommend and provide instruction for developmentally appropriate and effective assistive technology. <input type="checkbox"/>
Comments:				

Specialized Competencies – School Nurse

	Ineffective	Developing	Effective	Highly Effective
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 care. <input type="checkbox"/>	The school nurse demonstrates the ability most of the time to improve the quality and effectiveness of school health care. <input type="checkbox"/>	The school nurse demonstrates the ability to continually improve the quality and effectiveness of school health care. <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 Program	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 activities related to clinical knowledge, program management, or other professional issues, specialized training, special education and industry. <input type="checkbox"/>	The school nurse participates in continuing education activities related to clinical knowledge, program management, and other professional issues. <input type="checkbox"/>	The school nurse participates consistently in continuing education activities related to clinical knowledge, program management, and other professional issues. <input type="checkbox"/>	The school nurse exceeds in consistently participating in continuing education activities 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.

Staff Member's Signature

Date

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