NON-TENURED PUPIL PERSONNEL SERVICES PROVIDER

PERFORMANCE REVIEW And CORRELATING FORMS

NON-TENURED PPS PROVIDER CYCLE

Non-tenured PPS Provider will be observed a minimum of three times each year prior to the granting of tenure. In years one and two, three formal observations are required. In the third year, three formal observations are required, however, three visitations may be substituted for the final formal observation.

Formal observation will consist of:

- a pre-conference (a formal lesson plan may be required)
- the observation
- a post- conference to discuss observation/Professional Responsibilities Evaluation.

Classroom visitation will consist of:

- Informal visitations (may be conducted at any time by administration)
- Classroom Visitation Forms (will be included as part of the annual evaluation)
- a post conference to discuss observations/Professional Responsibilities Evaluation

<u>Three</u> classroom visitations constitute the equivalent of one formal evaluation.

Note: If deficiencies are noted, additional classroom visitations or formal evaluations will be required.

Time Line

Year 1 & Year 2: All three formal observations will be completed no later than June 1. **Year 3:** All three formal observations will be completed no later than April 1.

Non-tenured teacher requirements

- Develop a portfolio showing growth over the three years prior to granting of tenure
- Annually complete a Teacher Reflection Form
- Maintain a Professional Development Form
- Actively participate in the mentoring program for at least two years. The second year may be waived for teachers previously tenured in NYS or for others by mutual consent of intern, mentor, and administrator

The Formal Observation Form will:

- clearly indicate any areas of concern, suggestions for improvement, and a time frame for demonstrating improvement – Indicate the need for a TIP
- will indicate if there is a recommendation to continue toward tenure
- be completed by the teacher and building administrator
- be reviewed and signed by the teacher and administrator
- be placed in the teacher's personnel file

MODEL LESSON PLAN

PPS Provider Name:	Date	Grade	
Course Name:	Period	Room	
Lesson Topic:			
Lesson Objectives: Describe what students	will learn from this l	esson.	
NYS Learning Standards : List the specific s lesson will assess.	standards and perfor	mance indicators that	the
Connection to the Curriculum/Prerequiateles to the curriculum. What previously acquilesson.	•	5	
Materials/Equipment: Identify special equipment	pment or materials r	eeded.	
Procedure/ Activities: Describe how the lesson will be introduced Describe what instructional strategies will Describe what student activities will be used Identify how the activities will be different Include the approximate time allowed for Describe how learning will be assessed.	ll be used. Ised to reinforce lear ntiated. (if appropria	ite)	
Lesson Closure: What techniques will be use	ed to summarize the	lesson?	
Homework:			
Essential Questions/Understandings:			
Extension Activities:			

FORMAL OBSERVATION FORM

PPS Provider	School
Subject/Grade/Title	Date
 Pre-Conference Discussion Focus of Observation: 	
o Discussion Topics:	
 Observation Date of Observation Comments/description: 	Time of Observation
• Post-Conference Discussion	
• Comments / Recommendations	
 Recommended to continue toward tenur PIP Recommended 	e YES NO YES NO
PPS Provider Signature Date A	.dministrator Signature Date

PPS Provider			School	
		1	Date	
	VISIT	TATION F	ORM	
General	Present	Needed	N/A	Administrator's comments:
Students are engaged in learning				
Assignments are linked to				
curriculum				
Time is spent on task				
Transitions are smooth and minimal				
Instruction is differentiated				
Classroom procedures are in				
place				
PPS provider gives effective				
feedback				
Interruptions are infrequent				
Students self-assess their own				
Students seir-assess their own				
	Present	Needed	N/A	Administrator's comments:
work	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards Instruction / assignments are differentiated Checks for understanding used	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards Instruction / assignments are differentiated Checks for understanding used throughout the lesson Models are used during	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards Instruction / assignments are differentiated Checks for understanding used throughout the lesson Models are used during instruction Students work collaboratively	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards Instruction / assignments are differentiated Checks for understanding used throughout the lesson Models are used during instruction Students work collaboratively with teacher and peers Guided practice opportunities	Present	Needed	N/A	Administrator's comments:
Instruction Lesson is tied to curriculum Lesson is tied to learning standards Instruction / assignments are differentiated Checks for understanding used throughout the lesson Models are used during instruction Students work collaboratively with teacher and peers	Present	Needed	N/A	Administrator's comments:

PPS Provider			School		
Subject/Grade/Title			Date		
VISITATION FORM					
Mutual Respect	Present	Needed	N/A	Administrator's comments:	
PPS Provider calls on students by					
name					
Courtesies are used by all (please,					
thank you, etc)					
PPS Provider greets students at					
the door					
Classroom has a learning atmosphere					
Students ask teacher for help					
PPS Provider circulates to make					
contact with all students					
Student diversity is valued					
Grading is clear and easily					
understood					
Mutual respect is practiced					
		•			
	D	NT 1. 1	NT/A		
Classroom Management	Present	Needed	N/A	Administrator's comments:	
Attendance taken at appropriate					
time Students follow established					
routines (hall passes, planners,					
dress code, etc)					
Students are seated when bell					
rings					
Students work until the end class					
Discipline interventions are					
respectful and effective					
Student expectations are clearly					
stated					
Transitions are smooth and					
minimal Procedures for collecting					
Procedures for collecting assignments and homework are					
in place					
Students are focused on learning					
		l	I		
PPS Provider's signature	Date		Admin	istrator's signature Date	

PROFESSIONAL RESPONSIBILITIES FORM

PROFE	SSIONAL RESPONSIBILITIES	YES	Needs Improvement	NO
Does the PPS Pro	ovider consistently:			
Follow district po	plicies and school procedures?			
Treat educational	I matters ethically?			
personnel to bene				
Work cooperative	ely/share information with parents?			
Fulfill clerical res	ponsibilities?			
Fulfill supervisor	y responsibilities?			
Accept and utilize	e constructive criticisms and suggestions	?		
Meet professiona	l development mandates?			
Meet contractual	obligations for working hours?			
Maintain a writte	n plan book?			
Appropriately pla	an for substitutes?			
Maintain confide	ntiality?			
Exceed allotted p	ersonal/sick time?			

Date

Administrator Signature

Date

PPS Provider Signature

Pupil Personnel Services Reflection of Criteria

This Form should be used as a worksheet for completing the Annual Evaluation Form each year in which you are not formally observed.

Directions: Complete this form with a narrative, for each criteria, by reflecting on your profession experience and growth opportunities. Submit form to building administrator prior to Annual Performance Review Conference. Reflections will be reviewed and discussed during your Annual Performance Rev Conference. I. Communications I. Communications The Pupil Personnel Service Provider shall effectively use oral, written and non-verbal communications skill. I.1 The Pupil Personnel Service Provider communicates orally with difficult findings. I.2 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research based programs into their practices.	Building	· · · · · · · · · · · · · · · · · · ·
experience and growth opportunities. Submit form to building administrator prior to Annual Performa Review Conference. Reflections will be reviewed and discussed during your Annual Performance Rev Conference. I. Communications I. Communications Comments The Pupil Personnel Service Provider shall effectively use oral, written and non-verbal communications skill. I.1 The Pupil Personnel Service Provider communicates orally with difficult findings. I.2 The Pupil Personnel Service Provider generates recommendations appropriate to student needs. I.3 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge Comments The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research	School Y	ear
The Pupil Personnel Service Provider shall effectively use oral, written and non-verbal communications skill. I.1 The Pupil Personnel Service Provider communicates orally with difficult findings. I.2 The Pupil Personnel Service Provider generates recommendations appropriate to student needs. I.3 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research	dministrato	or prior to Annual Performa
written and non-verbal communications skill. I.1 The Pupil Personnel Service Provider communicates orally with difficult findings. I.2 The Pupil Personnel Service Provider generates recommendations appropriate to student needs. I.3 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research	√	Comments
with difficult findings. I.2 The Pupil Personnel Service Provider generates recommendations appropriate to student needs. I.3 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
I.3 The Pupil Personnel Service Provider demonstrates the ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
ability to integrate information and data into a cohesive report. II. Professional Knowledge The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
The Pupil Personnel Service Provider shall demonstrate a thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
thorough knowledge of the professional skills as they relate to their area of expertise. II.1 The Pupil Personnel Service Provider exhibits knowledge of other professional resources and makes appropriate referrals to outside agencies. II.2 The Pupil Personnel Service Provider exhibits knowledge of advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research	√	Comments
advocacy and referrals when generating intervention recommendations. II.3 The Pupil Personnel Service Provider demonstrates willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
willingness to add knowledge and skills as it relates to specific student needs. II.4 The Pupil Personnel Service Provider integrates research		
		School Y teria, by r dministrate during you

III. Collaboration	✓	Comments
The Pupil Personnel Service Provider shall demonstrate an		
effective collaborative relationship with students, parents or		
guardians, and support personnel to meet the emotional needs of		
students.		
III.1 The Pupil Personnel Service Provider collaborates with		1
colleagues.		
III.2 The Pupil Personnel Service Provider collaborates with		
parents.		
III.3 The Pupil Personnel Service Provider works collaboratively		
with community agencies.		
with continuity agencies.		
IV. Professional Delivery	√	Comments
The Pupil Personnel Service Provider shall demonstrate		
reliability, responsiveness, resourcefulness in fulfillment of roles,		
responsibilities in dealing with students, parents, teachers, and		
other professionals.		
IV.1 The Pupil Personnel Service Provider responds with		
developmentally appropriate intervention strategies.		
IV.2 The Pupil Personnel Service Provider demonstrates		
initiative in response to student concerns.		
IV.3 The Pupil Personnel Service Provider advocates and refers		
on behalf of students/ families.		
IV.4 The Pupil Personnel Service Provider demonstrates		
flexibility, cooperation, and creativity in their interactions with		
students, staff, parents, and other professionals.		
1V.5 The Pupil Personnel Service Provider shows openness,		
acceptance, and empathy in their relationship with others.		
IV.6 The Pupil Personnel Service Provider demonstrates		
understanding and appreciation of diversity.		
	•	
V. Responsive and Reflective Practices	✓	Comments
The Pupil Personnel Service Provider uses reflective and		
responsive practices to promote professional growth.		
V.1 The Pupil Personnel Service Provider adjusts priorities		
based on the needs of a crisis.		
V.2 The Pupil Personnel Service Provider makes accurate		
assessment and takes into consideration the needs of those		
involved in establishing plans and goals for long-term		
interventions.		
V.3 The Pupil Personnel Service Provider reflects on situations		
and uses information to improve their own future performance.		

VI. Specialized Competencies - School Psychologists	✓	Comments
The Pupil Personnel Service Provider uses specialized		
competencies in heir practices.		
VI.1 The School Psychologist exhibits the ability to conduct		
and/or coordinate appropriate multi-disciplinary screenings as a		
pre-referral intervention.		
VI.2 The School Psychologist exhibits a working knowledge of		
assessment techniques based on current best practices.		
VI.3 The School Psychologist makes appropriate match between		
referral issue(s) and selected assessment instrument(s).		
VI.4 The School Psychologist integrates data obtained from		
assessments to make an appropriate link to school based		
interventions.		

VII. Specialized Competencies - <u>Guidance Counselors</u>	✓	Comments
The Pupil Personnel Service Provider uses specialized		
competencies in their practices.		
VII.1 The guidance counselor demonstrates the ability to		
organize and facilitate age appropriate career exploration		
experiences.		
VII.2 The guidance counselor promotes and communicates with		
parents and students the essential components for academic success.		
VII.3 The guidance counselor generates post secondary options		
that are		
appropriate to the students' plans that fit aptitude and interest.		
VII.4 The guidance counselor demonstrates the ability to		
organize and grate elements of pre-college counseling and		
guidance concepts into career plans of students.		
VIII Cassislined Commetensies		
VIII. Specialized Competencies –		
Student Support Counselors		
	✓	Comments
The Pupil Personnel Service Provider uses specialized		
competencies in their practices.		
VIII.1 The student support counselor provides appropriate		
prevention programming.		
VIII.2 The students support counselor demonstrates the ability	,	
to provide appropriate case management.		
VIII.3 The student support counselor demonstrates the ability		
to conduct developmentally appropriate crisis oriented groups		
for students.		
X. Comments Concerning Goals (s):		
Submitted		
Date PPS Provider Initials		
		Date
PPS Provider Signature		

KINGSTON CITY SCHOOL DISTRICT – APPR – NON-TENURED PPS PROVIDER REVISED 10/06

PPS EVALUATION RUBRIC

Evaluation Rubric:

The purpose of the Pupil Personnel Services Evaluation Rubric is to assist teachers in developing as a professional as they strive to meet the New York State Standards. The rubric will be used as an ongoing tool for PPS providers and administrators to reflect on professional growth. Areas of concern will be further addressed in the Pupil Personnel Service Provider Improvement Plan (PIP). This will involve setting goals where improvement is needed and will offer support and assistance in areas so noted.

The eight (8) identified criteria are:

1. Communications

6. Specialized Competencies - Psychologists

2. Professional Knowledge

7. Specialized Competencies-Guidance

3. Collaboration

8. Specialized Competencies-SS Counselors

4. Professional Delivery

5. Reflective and Responsive Practices

In order to maintain the integrity of the APPR (Annual Professional Performance Review) and PPS provider evaluation process, it is critical that documentation be validated in any instance where the documents might be perceived as detrimental or harmful to either party. The supervisor and the employee will sign the document before it is put in their personnel file. Signature of the document does not indicate agreement with the content, concept or implications. The signature simply acknowledges the inclusion of the document as a part of the professional folder in the District Office.

KINGSTON CITY SCHOOL DISTRICT

Pupil Personnel Services

Name		Date	
School		Title	
	Tenured	Non-Tenured	

This framework for growth in professional practices is meant to be a road map for novices as well as a guide for experienced professionals to promote, maintain and encourage instructional excellence that will increase student achievement. This rubric can provide the structure for discussions and an opportunity for improvement of instruction.

I. Communications

The Pupil Personnel Worker shall effectively use oral, written and non-verbal communication skills.

I.1 Oral Communications	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
	does not orally communicate	communicates orally with	adequately communicates	adequately communicates orally
	findings and	some difficulty the findings	orally the findings and	with a high degree of skill the
	recommendations to	and recommendations to	recommendations to	findings and recommendations
	students, parents, teachers,	students, parents, teachers,	students, parents, teachers,	to students, parents, teachers,
	and other professionals in	and other professionals in	and other professionals in	and other professionals in
	language that is	language that is very	language that is very	language that is very
	understandable.	understandable.	understandable.	understandable.
I.2 Recommendation	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
	generates recommendations	generates recommendations	generates recommendations	generates recommendations that
	that are not appropriate to	that are somewhat	that are appropriate to	are highly appropriate to
	students' needs.	appropriate to students'	students' needs.	students' needs.
		needs.		
I.3 Written	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Communication	demonstrates little ability to	demonstrates some ability to	demonstrates the ability to	demonstrates a high ability to
	integrate background	integrate background	integrate background	integrate background
	information, behavioral	information, behavioral	information, behavioral	information, behavioral
	observations, assessment	observations, assessment	observations, assessment	observations, assessment data
	data and the opinions of	data and the opinions of	data and the opinions of	and the opinions of others who
	others who instruct or have	others who instruct or have	others who instruct or have	instruct or have assessed the
	assessed the student into a	assessed the student into a	assessed the student into a	student into a cohesive, relevant
	cohesive, relevant report.	cohesive, relevant report.	cohesive, relevant report.	report.

II. Professional Knowledge

The Pupil Personnel Worker shall demonstrate a thorough knowledge of the professional skills as they related to their area of expertise.

1 2 3 4

II.1 Knowledge of	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Resources	exhibits little knowledge of	exhibits some knowledge of	exhibits knowledge of other	exhibits extensive knowledge of
Resources	other professional resources	other professional resources	professional resources in the	other professional resources in
	in the school and in the	in the school and in the	school and in the	
				the school and in the community
	community and when to	community and when to	community and when to	and when to access them. This
	access them. This includes	access them. This includes	access them. This includes	includes referrals made to
	referrals made to outside	referrals made to outside	referrals made to outside	outside agencies when a
	agencies when a condition is	agencies when a condition is	agencies when a condition is	condition is identified which is
	identified which is outside	identified which is outside	identified which is outside	outside the treatment
	the treatment competencies	the treatment competencies	the treatment competencies	competencies of the Pupil
	of the Pupil Personnel	of the Pupil Personnel	of the Pupil Personnel	Personnel Worker.
	Worker.	Worker.	Worker.	
II.2 Resourcefulness	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
	exhibits little knowledge of	exhibits some knowledge of	exhibits knowledge of	exhibits extensive knowledge of
	advocacy and referral when	advocacy and referral when	advocacy and referral when	advocacy and referral when
	generating intervention	generating intervention	generating intervention	generating intervention
	recommendations	recommendations	recommendations	recommendations appropriate to
	appropriate to student	appropriate to student	appropriate to student	student development/student
	development/student needs.	development/student needs	development/student needs	needs
II.3 Acquire	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Knowledge/Skills	demonstrates little	demonstrates some	demonstrates a willingness	demonstrates a high willingness
	willingness to add	willingness to add	to add knowledge/skills as	to add knowledge/skills as it
	knowledge/skills as it	knowledge/skills as it	it relates to specific student	relates to specific student needs.
	relates to specific student	relates to specific student	needs.	_
	needs.	needs.		
II.4 Research Based	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Practices	does not integrate	integrates some researched	frequently integrates	consistently integrates
	researched based programs	based programs in their	researched based programs	researched based programs in
	in their practice.	practice.	in their practice.	their practice.

III. Collaboration

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

1 2 3 4

III.I Works Collaboratively	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
With Colleagues	does not work	sometimes works	frequently works	consistently works	
	collaboratively with	collaboratively with	collaboratively with	collaboratively with	
	colleagues.	colleagues.	colleagues.	colleagues.	
III.2 Collaborates with	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
Parents	does not collaborate with	sometimes collaborates with	frequently collaborates with	consistently collaborates	
	parents.	parents.	parents.	with parents.	
III.3 Response to students	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
	does not work	sometimes works	frequently works	consistently works	
	collaboratively with collaboratively with collaboratively with collaborative		collaboratively with		
	community agencies.	community agencies.	community agencies.	community agencies	

IV. Professional Delivery

The Pupil Personnel Worker shall demonstrate reliability, responsiveness and resourcefulness in fulfillment of roles and responsibilities in dealing with students, parents, teachers and other professionals.

1 2 3

IV.I Developmentally	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
Appropriate	does not respond with	sometimes responds with	frequently responds with	consistently responds with	
Intervention Strategies	developmentally	developmentally	developmentally	developmentally	
	appropriate intervention	appropriate intervention	appropriate intervention	opriate intervention appropriate intervention	
	strategies.	strategies.	strategies.	strategies.	
IV.2 Initiative	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
	demonstrates little initiative	demonstrates some initiative	emonstrates some initiative demonstrates initiative in demonstrates a h		
	in response to student	in response to student	response to student	initiative in response to	
	concerns.	concerns.	concerns.	student concerns.	
IV.3 Advocacy and Referral	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
	does not advocate and refer	sometimes advocates and	frequently advocates and	consistently advocates and	
	on the behalf of	refers on the behalf of	refers on the behalf of	refers on the behalf of	
	students/families.	students/families.	students/families.	students/families.	
IV.4 Flexibility,	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
Cooperation and	does not demonstrate	demonstrates some	demonstrates flexibility,	demonstrates a high level of	

KINGSTON CITY SCHOOL DISTRICT - APPR - NON-TENURED PPS Provider

Revised 10/06

Creativity	flexibility, cooperation, and	flexibility, cooperation, and	cooperation, and creativity	flexibility, cooperation, and	
	creativity in their	creativity in their	in their interactions with	creativity in their	
	interactions with students,	interactions with students,	students, staff, parents and	interactions with students,	
	staff, parents and other	staff, parents and other	other professionals. staff, parents and other		
	professionals.	professionals.		professionals.	
IV.5 Openness, Acceptance,	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
Tolerance and	shows little openness,	shows openness, acceptance,	regularly shows openness,	shows a high level of	
Empathy	acceptance, or empathy in	and empathy in their	acceptance, and empathy in	openness, acceptance, and	
	their relationship with	relationship with others.	their relationship with	empathy in their	
	others.		others.	relationship with others.	
IV.6 Understanding and	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	
Appreciation of	does not demonstrate an	demonstrates some	frequently demonstrates an	consistently demonstrates an	
Diversity	understanding or	understanding and	understanding and	understanding and	
	appreciation of diversity.	appreciation of diversity.	appreciation of diversity.	appreciation of diversity.	

V. Reflective and Responsive Practices

The Pupil Personnel Worker uses reflective and responsive practices to promote professional growth.

1 2 3 4

V.1 Responsiveness to the	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Need for Emergency	does not make adjustments	makes some adjustments of	makes frequent adjustments	consistently makes quick
Intevention	of priorities based on the	priorities based on the needs	of priorities based on the	and accurate adjustments of
	needs of a crisis.	of a crisis.	needs of a crisis.	priorities based on the needs
				of a crisis.
V.2 Responsiveness to	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
Individual Needs of	does not consider the	makes some consideration of	makes frequent	makes consistent, thoughtful
Students, Parents,	individual needs of those	needs of those involved to	consideration of needs of	and accurate assessment of
Staff for Long Term	involved to establish plans	establish plans and goals for	those involved to establish	individual needs of those
Intervention	and goals for long-term	long-term intervention.	plans and goals for long-	involved to establish plans
	intervention.	_	term intervention	and goals for long-term
				intervention
V.3 Reflective Practices	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker	The Pupil Personnel Worker
	does not reflect on situations	reflects on situations and	reflects on situations and	consistently makes
	so that future performance	uses that information to	uses that information to	thoughtful and accurate
	can be changed.	make some improvements to	make frequent	assessment of their own
		future performance.	improvements to future	performance in order to
			performance.	improve future performance.

VI. Specialized Competencies - School Psychologists

The Pupil Personnel Worker uses specialized competencies in their practice.

TTT 4 0	E 01 1D 1 1 1 1	E 01 1D 1 1 1 1	E 01 1D 1 1 1	E 01 1D 1 1 1 1 1
VI.1 Screening	The School Psychologist	The School Psychologist	The School Psychologist	The School Psychologist is
	exhibits little or no ability to	exhibits some ability to	exhibits the ability to	highly skilled at conducting
	conduct and/or coordinate	conduct and/or coordinate	conduct and/or coordinate	and/or coordinating
	appropriate multi-	appropriate multi-	appropriate multi-	appropriate multi-
	disciplinary screenings as a	disciplinary screenings as a	disciplinary screenings as a	disciplinary screenings as a
	pre-referral intervention.	pre-referral intervention.	pre-referral intervention.	pre-referral intervention.
VI.2 Knowledge of Current	The School Psychologist	The School Psychologist	The School Psychologist	The School Psychologist
Instruments	exhibits little or no	exhibits some knowledge of	exhibits a working	exhibits a high level of
	knowledge of assessment	assessment techniques based	knowledge of assessment	knowledge of assessment
	techniques based on current	on current best practices.	techniques based on current	techniques based on current
	best practices.		best practices	best practices
VI.3 Assessment Selection	The School Psychologist	The School Psychologist	The School Psychologist	The School Psychologist
	does not make an	makes a somewhat	makes an adequate match	makes a highly appropriate
	appropriate match between	appropriate match between	between referral issue and	match between referral issue
	referral issue and selected	referral issue and selected	selected assessment	and selected assessment
	assessment instruments.	assessment instruments.	instruments	instruments
VI.4 Integration of Data	The School Psychologist	The School Psychologist	The School Psychologist	The School Psychologist is
with	does not integrate data	exhibits some ability to	integrates data obtained	highly skilled at integrating
Recommendations	obtained from assessment to	integrate data obtained from	from assessment to make an	data obtained from
	make an appropriate link to	assessment to make an	appropriate link to school	assessment to make an
	school based intervention.	appropriate link to school	based intervention.	appropriate link to school
		based intervention.		based intervention.

VII. Specialized Competencies - Guidance Counselor

The Pupil Personnel Worker uses specialized competencies in their practice.

				T
VII.1 Early Student Career	The Counselor does not	The Counselor demonstrates	The Counselor organizes	The Counselor is highly
Exploration (Middle	organize or facilitate age	some ability to organize and	and facilitates age	skilled at organizing and
Level)	appropriate career	facilitate age appropriate	appropriate career	facilitating age appropriate
	exploration experiences.	career exploration	exploration experiences.	career exploration
		experiences.	•	experiences.
VII.2 Academic	The Counselor does not	The Counselor at times	The Counselor promotes	The Counselor consistently
Achievement	generate post-secondary	promotes and/or	and communicates with	promotes and communicates
	options that are appropriate	communicates with parents	parents and students the	with parents and students
	to the students' plans that fit	and students the essential	essential components for	the essential components for
	that aptitude and interests.	components for academic	academic success.	academic success.
	1	success.		
VII.3 Transition Options for	The Counselor does not	The Counselor generates	The Counselor generates	The Counselor generates
Post Secondary	generate post-secondary	post-secondary options that	post-secondary options that	post-secondary options that
	options that are appropriate	are somewhat appropriate to	are appropriate to the	are highly appropriate to the
	to the students' plans that fit	the students' plans that fit	students' plans that fit that	students' plans that fit that
	that aptitude and interests.	that aptitude and interests.	aptitude and interests.	aptitude and interests.
VII.4 Organizes and	The Counselor does not	The Counselor demonstrates	The Counselor demonstrates	The Counselor is highly
Integrates Elements	demonstrate the ability to	some ability to organize and	the ability to organize and	skilled at organizing and
of Pre-College	organize and integrate	integrate elements of pre-	integrate elements of pre-	integrating elements of pre-
Intervention into	elements of pre-college	college counseling and	college counseling and	college counseling and
Student Career	counseling and guidance	guidance concepts into the	guidance concepts into the	guidance concepts into the
Development Plans	concepts into the career	career plans of students.	career plans of students.	career plans of students.
(Middle & Secondary	plans of students.	1	1	•
Level)	1			

VIII. Specialized Competencies - Student Support Counselor

The Pupil Personnel Worker uses specialized competencies in their practice.

VIII.1 Prevention	The Student Support	The Student Support	The Student Support	The Student Support
	Counselor does not provide	Counselor provides	Counselor provides	Counselor provides
	prevention programming.	prevention programming	prevention programming	prevention programming
		that is somewhat	that is appropriate.	that is highly appropriate.
		appropriate.		
VIII.2 Case Management	The Student Support	The Student Support	The Student Support	The Student Support
for Students and	Counselor demonstrates	Counselor demonstrates	Counselor demonstrates the	Counselor demonstrates the
Families	little ability to provide	some ability to provide	ability to provide	ability to provide highly
	appropriate case	appropriate case	appropriate case	appropriate case
	management.	management.	management.	management.
VIII.3 Crisis Oriented	The Student Support	The Student Support	The Student Support	The Student Support
Groups for Students	Counselor does not conduct	Counselor demonstrates	Counselor demonstrates the	Counselor demonstrates a
	developmentally	some ability to conduct	ability to conduct	high ability to conduct
	appropriate crisis oriented	developmentally	developmentally	developmentally
	groups for students.	appropriate crisis oriented	appropriate crisis oriented	appropriate crisis oriented
		groups for students.	groups for students.	groups for students.

PROFESSIONAL DEVELOPMENT FORM

(Include staff development days, superintendent conference days, faculty/department meeting where staff development occurs, in-service courses, graduate courses, etc.)

School Year:

DATE	PROFESSIONAL DEVELOPMENT ACTIVITY	CREDIT HOURS

Name:

PROFESSIONAL RESPONSIBILITIES FORM

	School Yea	ar:			
ıe: _	School:	Sul	Subject/Grade/Title:		
	PROFESSIONAL RESPONSIE	BILITIES	YES	Needs Improvement	NO
•	Does the teacher consistently:				
•	Follow district policies and school proceed	dures?			
	Treat educational matters ethically?				
	Work cooperatively/share information was personnel to benefit students?	vith offices and			
	Work cooperatively/share information w	vith parents?			
•	Fulfill clerical responsibilities?				
,	Fulfill supervisory responsibilities?				
	Accept and utilize constructive criticisms	and suggestions	?		
	Meet professional development mandate	:s?			
	Meet contractual obligations for working	hours?			
	Maintain a written plan book?				
•	Appropriately plan for substitutes?				
	Maintain confidentiality?				
•	Exceed allotted personal/sick time?				
	A "NO" or "Needs Improvement" ans A "YES" answer on the last item requires	-	ne first 12 i	tems requires	s an explar
	PS Provider's Signature Date		rator Signat		Date