

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

Three 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 lesson.

NYS Learning Standards: List the specific standards and performance indicators that the lesson will assess.

Connection to the Curriculum/Prerequisite Skills: Briefly identify how this lesson relates to the curriculum. What previously acquired knowledge and/or skills will be used in this lesson.

Materials/Equipment: Identify special equipment or materials needed.

Procedure/ Activities:

Describe how the lesson will be introduced.

Describe what instructional strategies will be used.

Describe what student activities will be used to reinforce learning.

Identify how the activities will be differentiated. (if appropriate)

Include the approximate time allowed for each phase of the lesson.

Describe how learning will be assessed.

Lesson Closure: What techniques will be used 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:

- Discussion Topics:

- **Observation**

- Date of Observation _____

Time of Observation _____

- Comments/description:

- **Post-Conference Discussion**

- **Comments / Recommendations**

- **Recommended to continue toward tenure**

YES _____ NO _____

- **PIP Recommended**

YES _____ NO _____

PPS Provider Signature Date

Administrator Signature Date

PPS Provider _____

School _____

Subject/Grade/Title _____

Date _____

VISITATION FORM

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 work				

Instruction	Present	Needed	N/A	Administrator's comments:
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 for students				
Students are provided tools for self evaluation				
Assignments are appropriate for grade level				

PPS Provider's signature Date

Administrator's signature Date

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				

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 assignments and homework are in place				
Students are focused on learning				

PPS Provider's signature _____ Date _____

Administrator's signature _____ Date _____

PROFESSIONAL RESPONSIBILITIES FORM

School Year: _____

Name: _____ School: _____ Subject/Grade: _____

PROFESSIONAL RESPONSIBILITIES	YES	Needs Improvement	NO
Does the PPS Provider consistently:			
Follow district policies and school procedures?			
Treat educational matters ethically?			
Work cooperatively/share information with offices and personnel to benefit students?			
Work cooperatively/share information with parents?			
Fulfill clerical responsibilities?			
Fulfill supervisory responsibilities?			
Accept and utilize constructive criticisms and suggestions?			
Meet professional development mandates?			
Meet contractual obligations for working hours?			
Maintain a written plan book?			
Appropriately plan for substitutes?			
Maintain confidentiality?			
Exceed allotted personal/sick time?			

NOTE: A "NO" or "Needs Improvement" answer on any of the first 12 items requires an explanation below. A "YES" answer on the last item requires an explanation.

PPS Provider Signature	Date	Administrator Signature	Date

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.

Name _____

Building _____

Title _____

School Year _____

Directions: Complete this form with a narrative, for each criteria, by reflecting on your professional 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 Review Conference.

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 based programs into their practices.		

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 colleagues.		
III.2 The Pupil Personnel Service Provider collaborates with parents.		
III.3 The Pupil Personnel Service Provider works collaboratively with community 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.		
IV.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 - <u>School Psychologists</u>	✓	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. Specialized Competencies - <u>Student Support Counselors</u>	✓	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.		

IX. Comments Concerning Goals (s):

Submitted _____ Date _____ PPS Provider Initials _____

PPS Provider Signature _____ Date _____

Principal Signature _____ Date _____

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
2. Professional Knowledge
3. Collaboration
4. Professional Delivery
5. Reflective and Responsive Practices
6. Specialized Competencies - Psychologists
7. Specialized Competencies-Guidance
8. Specialized Competencies-SS Counselors

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.

	1	2	3	4
I.1 Oral Communications	The Pupil Personnel Worker does not orally communicate findings and recommendations to students, parents, teachers, and other professionals in language that is understandable.	The Pupil Personnel Worker communicates orally with some difficulty the findings and recommendations to students, parents, teachers, and other professionals in language that is very understandable.	The Pupil Personnel Worker adequately communicates orally the findings and recommendations to students, parents, teachers, and other professionals in language that is very understandable.	The Pupil Personnel Worker adequately communicates orally with a high degree of skill the findings and recommendations to students, parents, teachers, and other professionals in language that is very understandable.
I.2 Recommendation	The Pupil Personnel Worker generates recommendations that are not appropriate to students' needs.	The Pupil Personnel Worker generates recommendations that are somewhat appropriate to students' needs.	The Pupil Personnel Worker generates recommendations that are appropriate to students' needs.	The Pupil Personnel Worker generates recommendations that are highly appropriate to students' needs.
I.3 Written Communication	The Pupil Personnel Worker demonstrates little 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.	The Pupil Personnel Worker 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.	The Pupil Personnel Worker 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.	The Pupil Personnel Worker demonstrates a high 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.

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 Resources	The Pupil Personnel Worker exhibits little knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker.	The Pupil Personnel Worker exhibits some knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker.	The Pupil Personnel Worker exhibits knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker.	The Pupil Personnel Worker exhibits extensive knowledge of other professional resources in the school and in the community and when to access them. This includes referrals made to outside agencies when a condition is identified which is outside the treatment competencies of the Pupil Personnel Worker.
II.2 Resourcefulness	The Pupil Personnel Worker exhibits little knowledge of advocacy and referral when generating intervention recommendations appropriate to student development/student needs.	The Pupil Personnel Worker exhibits some knowledge of advocacy and referral when generating intervention recommendations appropriate to student development/student needs.	The Pupil Personnel Worker exhibits knowledge of advocacy and referral when generating intervention recommendations appropriate to student development/student needs.	The Pupil Personnel Worker exhibits extensive knowledge of advocacy and referral when generating intervention recommendations appropriate to student development/student needs.
II.3 Acquire Knowledge/Skills	The Pupil Personnel Worker demonstrates little willingness to add knowledge/skills as it relates to specific student needs.	The Pupil Personnel Worker demonstrates some willingness to add knowledge/skills as it relates to specific student needs.	The Pupil Personnel Worker demonstrates a willingness to add knowledge/skills as it relates to specific student needs.	The Pupil Personnel Worker demonstrates a high willingness to add knowledge/skills as it relates to specific student needs.
II.4 Research Based Practices	The Pupil Personnel Worker does not integrate researched based programs in their practice.	The Pupil Personnel Worker integrates some researched based programs in their practice.	The Pupil Personnel Worker frequently integrates researched based programs in their practice.	The Pupil Personnel Worker consistently integrates researched based programs in 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 With Colleagues	The Pupil Personnel Worker does not work collaboratively with colleagues.	The Pupil Personnel Worker sometimes works collaboratively with colleagues.	The Pupil Personnel Worker frequently works collaboratively with colleagues.	The Pupil Personnel Worker consistently works collaboratively with colleagues.
III.2 Collaborates with Parents	The Pupil Personnel Worker does not collaborate with parents.	The Pupil Personnel Worker sometimes collaborates with parents.	The Pupil Personnel Worker frequently collaborates with parents.	The Pupil Personnel Worker consistently collaborates with parents.
III.3 Response to students	The Pupil Personnel Worker does not work collaboratively with community agencies.	The Pupil Personnel Worker sometimes works collaboratively with community agencies.	The Pupil Personnel Worker frequently works collaboratively with community agencies.	The Pupil Personnel Worker consistently works collaboratively with 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	4
IV.I Developmentally Appropriate Intervention Strategies	The Pupil Personnel Worker does not respond with developmentally appropriate intervention strategies.	The Pupil Personnel Worker sometimes responds with developmentally appropriate intervention strategies.	The Pupil Personnel Worker frequently responds with developmentally appropriate intervention strategies.	The Pupil Personnel Worker consistently responds with developmentally appropriate intervention strategies.
IV.2 Initiative	The Pupil Personnel Worker demonstrates little initiative in response to student concerns.	The Pupil Personnel Worker demonstrates some initiative in response to student concerns.	The Pupil Personnel Worker demonstrates initiative in response to student concerns.	The Pupil Personnel Worker demonstrates a high level of initiative in response to student concerns.
IV.3 Advocacy and Referral	The Pupil Personnel Worker does not advocate and refer on the behalf of students/families.	The Pupil Personnel Worker sometimes advocates and refers on the behalf of students/families.	The Pupil Personnel Worker frequently advocates and refers on the behalf of students/families.	The Pupil Personnel Worker consistently advocates and refers on the behalf of students/families.
IV.4 Flexibility, Cooperation and	The Pupil Personnel Worker does not demonstrate	The Pupil Personnel Worker demonstrates some	The Pupil Personnel Worker demonstrates flexibility,	The Pupil Personnel Worker demonstrates a high level of

Creativity	flexibility, cooperation, and creativity in their interactions with students, staff, parents and other professionals.	flexibility, cooperation, and creativity in their interactions with students, staff, parents and other professionals.	cooperation, and creativity in their interactions with students, staff, parents and other professionals.	flexibility, cooperation, and creativity in their interactions with students, staff, parents and other professionals.
IV.5 Openness, Acceptance, Tolerance and Empathy	The Pupil Personnel Worker shows little openness, acceptance, or empathy in their relationship with others.	The Pupil Personnel Worker shows openness, acceptance, and empathy in their relationship with others.	The Pupil Personnel Worker regularly shows openness, acceptance, and empathy in their relationship with others.	The Pupil Personnel Worker shows a high level of openness, acceptance, and empathy in their relationship with others.
IV.6 Understanding and Appreciation of Diversity	The Pupil Personnel Worker does not demonstrate an understanding or appreciation of diversity.	The Pupil Personnel Worker demonstrates some understanding and appreciation of diversity.	The Pupil Personnel Worker frequently demonstrates an understanding and appreciation of diversity.	The Pupil Personnel Worker consistently demonstrates an understanding and 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 Need for Emergency Intervention	The Pupil Personnel Worker does not make adjustments of priorities based on the needs of a crisis.	The Pupil Personnel Worker makes some adjustments of priorities based on the needs of a crisis.	The Pupil Personnel Worker makes frequent adjustments of priorities based on the needs of a crisis.	The Pupil Personnel Worker consistently makes quick and accurate adjustments of priorities based on the needs of a crisis.
V.2 Responsiveness to Individual Needs of Students, Parents, Staff for Long Term Intervention	The Pupil Personnel Worker does not consider the individual needs of those involved to establish plans and goals for long-term intervention.	The Pupil Personnel Worker makes some consideration of needs of those involved to establish plans and goals for long-term intervention.	The Pupil Personnel Worker makes frequent consideration of needs of those involved to establish plans and goals for long-term intervention	The Pupil Personnel Worker makes consistent, thoughtful and accurate assessment of individual needs of those involved to establish plans and goals for long-term intervention
V.3 Reflective Practices	The Pupil Personnel Worker does not reflect on situations so that future performance can be changed.	The Pupil Personnel Worker reflects on situations and uses that information to make some improvements to future performance.	The Pupil Personnel Worker reflects on situations and uses that information to make frequent improvements to future performance.	The Pupil Personnel Worker consistently makes thoughtful and accurate assessment of their own performance in order to improve future performance.

VI. Specialized Competencies – School Psychologists

The Pupil Personnel Worker uses specialized competencies in their practice.

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

VII. Specialized Competencies – Guidance Counselor

The Pupil Personnel Worker uses specialized competencies in their practice.

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

VIII. Specialized Competencies – Student Support Counselor

The Pupil Personnel Worker uses specialized competencies in their practice.

	1	2	3	4
VIII.1 Prevention	The Student Support Counselor does not provide prevention programming.	The Student Support Counselor provides prevention programming that is somewhat appropriate.	The Student Support Counselor provides prevention programming that is appropriate.	The Student Support Counselor provides prevention programming that is highly appropriate.
VIII.2 Case Management for Students and Families	The Student Support Counselor demonstrates little ability to provide appropriate case management.	The Student Support Counselor demonstrates some ability to provide appropriate case management.	The Student Support Counselor demonstrates the ability to provide appropriate case management.	The Student Support Counselor demonstrates the ability to provide highly appropriate case management.
VIII.3 Crisis Oriented Groups for Students	The Student Support Counselor does not conduct developmentally appropriate crisis oriented groups for students.	The Student Support Counselor demonstrates some ability to conduct developmentally appropriate crisis oriented groups for students.	The Student Support Counselor demonstrates the ability to conduct developmentally appropriate crisis oriented groups for students.	The Student Support Counselor demonstrates a high ability to conduct developmentally appropriate crisis oriented 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.)

Name: _____

School Year: _____

DATE	PROFESSIONAL DEVELOPMENT ACTIVITY	CREDIT HOURS

PROFESSIONAL RESPONSIBILITIES FORM

School Year: _____

Name: _____ School: _____ Subject/Grade/Title: _____

PROFESSIONAL RESPONSIBILITIES	YES	Needs Improvement	NO
Does the teacher consistently:			
Follow district policies and school procedures?			
Treat educational matters ethically?			
Work cooperatively/share information with offices and personnel to benefit students?			
Work cooperatively/share information with parents?			
Fulfill clerical responsibilities?			
Fulfill supervisory responsibilities?			
Accept and utilize constructive criticisms and suggestions?			
Meet professional development mandates?			
Meet contractual obligations for working hours?			
Maintain a written plan book?			
Appropriately plan for substitutes?			
Maintain confidentiality?			
Exceed allotted personal/sick time?			

NOTE: A "NO" or "Needs Improvement" answer on any of the first 12 items requires an explanation below. A "YES" answer on the last item requires an explanation.

PPS Provider's Signature	Date	Administrator Signature	Date
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