Dolgeville Central School

"Go into the world well-prepared." – Alfred Dolge

Annual Professional Performance Review (APPR)

Professional Development Plan (PDP)

Mentoring Plan

"A highly qualified teacher is at the center of the education reform movement. Setting high standards for what our student population needs to know and be able to do when they complete their education, adopting measures to ascertain that students are reaching those standards, and engagement of the public in the interest and support of all students' progress through public accountability, have provided the terrain of education reform. The improvement of teaching and learning depends on a knowledgeable and effective teacher in every classroom."

-NYS Department of Education, <u>Framework for Professional Development</u>

2014-2015

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<u>**Committee Participants**</u>

Professional Development (PDP), Annual Professional Performance Review (APPR), and Mentoring Plans

Participant	Role
Reynolds, Christine	Superintendent
Jenny, Timothy	High School Principal
Chrisman, Crystal	Middle School Principal
Butler, Susan	Elementary School Principal
Lamphere, Jody	Elementary Teacher, Grade 3; Mentor Program Coordinator
Snell, Debra	Middle School Teacher, Grade 6 ELA; DTA President
Cross, Katelyn	Elementary School Teacher, Prekindergarten
Myers, Cindy	Middle School Teacher, Grades 7/8 Literacy
Gardner, John	Middle School Teacher, Grade 5 Science
Dutcher, Eileen	High School Teacher, Grade 9 English
Holly, Karen	High School Teacher, Grades 11-12 Chemistry/Human Anatomy
Fetterly, Kelly	Elementary School Teacher, Special Education
Quick, Paula	Elementary School Teacher, Literacy
Simpson, Trista	Middle School Teacher, Special Education

<u>**District Demographic Information**</u>

The DCSD is located in north central New York State. In the 1980s, the District annexed the former Stratford Central School District, which was contiguous to the DCSD, creating a large, high-needs rural district of 186 square miles, the boundaries of which lie in two counties (Herkimer, Fulton), one village (Dolgeville), and five townships (Stratford, Salisbury Center, Manheim, Little Falls, and Ephratah), and extend into the Adirondack Park. As of August, 2014, the estimated enrollment was 897 students, grades K-12. In addition, the district serves an additional 75 preschool students through two prekindergarten programs, one of which serves CPSE students from throughout Herkimer County. Current data indicates that over 60% of the students attending DCSD receive free/reduced lunch and that 17% of students have some form of disability. The 2011-2012 Report Card indicates that there is a very high rate of highly qualified teachers (99%) and that the average daily attendance rate is 96%. For the 2013-2014 school year, all three schools (Dolgeville Elementary, Dolgeville Middle, and James A. Green High) were in good standing in all academic areas.

DISTRICT PROFESSIONAL DEVELOPMENT PLAN (PDP)

Statement of Purpose for District Annual Professional Performance
Review Plan, Professional Development Plan, and Mentoring Plan

It is the intent of Dolgeville Central School District (DCSD) to foster ongoing professional growth and development, reflection, and refinement of professional practice for all of its faculty and staff in order to improve teaching and learning. The protocols, instruments, and rubrics included in this document are to be considered a framework for a cycle of continuous improvement and efficacy for all students, faculty, and staff.

Legal Requirements for Professional Development Hours

Holders of a professional teaching certificate for classroom teaching are required to complete 175 hours of professional development in every five-year cycle, beginning July 1st following the receipt of the professional teaching certificate. Teaching Assistants with a Level III certificate are required to complete 75 hours of professional development in every five-year cycle, beginning the July 1st following the receipt of the Level III Certificate. All professional development hours for teachers with professional certificates and TAs with Level III certificates will be logged into My Learning Plan and uploaded directly into TEACH each July. Decisions regarding the content, delivery, and providers of such professional development are within the purview of the DCSD and are made within the context of the District's APPR, PDP, and Mentoring plans. By New York State Education Law, mentoring hours may count as professional development hours.

District Requirements for Professional Development Hours

While it is New York State Education Law that those staff members holding professional teaching certificates or level III teaching assistant certificates participate in mandatory hours of professional development, the DCSD recognizes the importance of and need for professional development for all staff members, regardless of their certification status. Therefore, the District is committed to providing quality professional development opportunities, both in and out of the District, for its staff members.
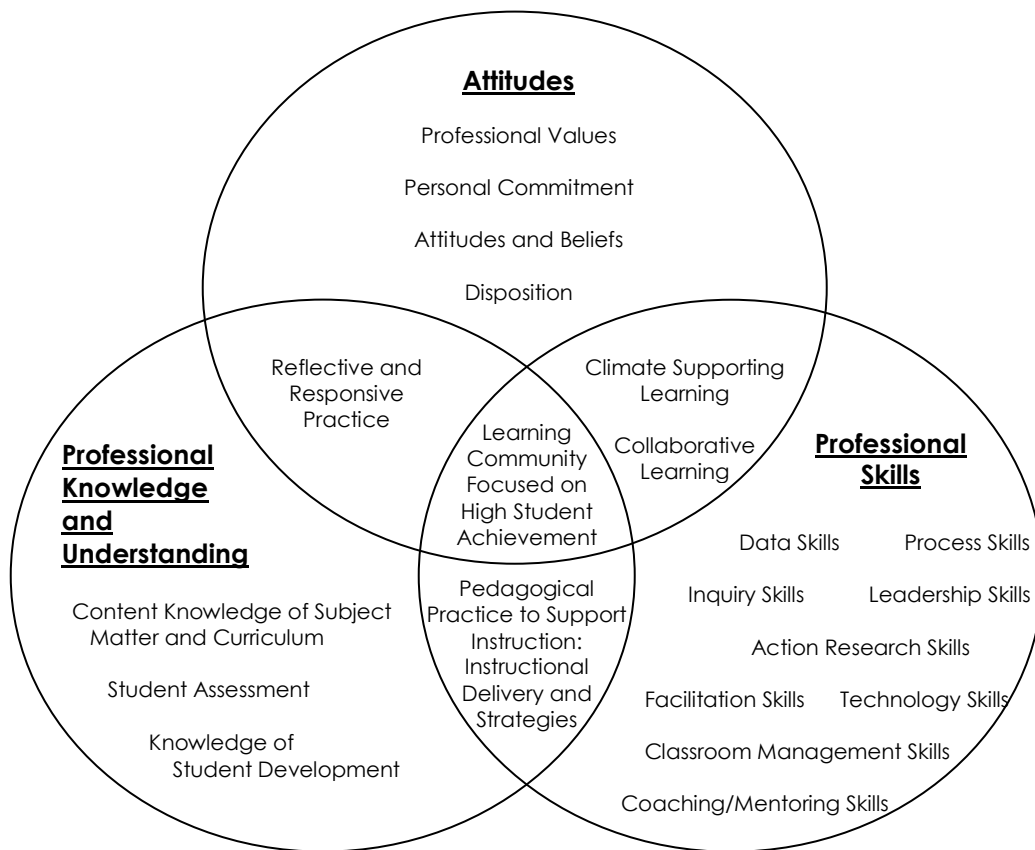
District Professional Development Objectives

In its commitment to providing quality professional development opportunities for its staff members, the District has adopted the following objectives:

- A vision and commitment to improve teaching and learning through:
    - Administrative support.
    - Communication of professional development initiatives with the whole school community.
    - Ownership of professional development initiatives by the whole school community.

- A plan for professional development initiatives and activities that is:
    - Research-driven.
    - Standards-based.
    - Developed in collaboration with stakeholders and participants.
    - Is fluid and incorporates additions/adaptations based on data, including reflections from participants.

- Delivery of professional development programs will be:
    - Sustained, intensive, and ongoing.
    - Standards- and research-based, including content-specific pedagogy.
    - Inquiry-based.
    - Focused on student work.
    - Job-embedded.

- Facilitated and collegial, and will incorporate peer sharing/coaching.
- Responsive to participants' reflections about delivery and results.

- **Participants will practice knowledge/strategies/skills acquired through professional development activities by:**
  - Incorporating new knowledge/strategies/skills into their instruction.
  - Allowing participants adequate time and duration for practice.
  - Through collaboration with other participants through team planning and teaching opportunities.

- **Implementation of and reflection on knowledge/strategies/skills by**
  - Practicing over a brief time period.
  - Reflecting individually on the impact of implementation on the behavior of teachers and students.
  - Encouraging an atmosphere of peer and collegial reflection.
  - Reflection of the impact on student work.

- **Evaluation of the results of implementation of knowledge/strategies/skills by**
  - Analyzing evidence of changes in classroom practices.
  - Analyzing feedback to presenters/planners for the purposes of refining and/or revising the professional development plan.

- **Successive professional development plans and initiatives will be responsive to participant reflections, District data, and continued needs assessments.**
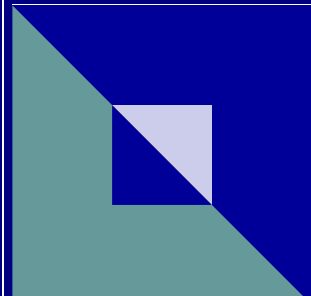
Professional Development Domains

Acceptable Professional Development Activities

- **All PD activities are subject to approval.**
- **All PD hours will be recorded in .5 hour increments.**
- **Full day workshops equal 6 hours; half day workshops equal 3 hours.**
- **All PD hours to be logged into My Learning Plan**

Acceptable PD Activities	Approval By	Number of Hours
Hours Earned On-Site		
Faculty Meetings	**Direct Supervising Administrator**	**Seat Hours**
Grade Level or Curriculum Area Meetings	**Direct Supervising Administrator**	**Seat Hours**
Team Meetings	**Direct Supervising Administrator**	**Seat Hours**
Workshops or Trainings	**Direct Supervising Administrator**	**Seat Hours**
Facilitating or Presenting a Workshop	**Various**	**Length of Presentation/ Training Times Two**
Serving as a Turnkey Trainer	**Various**	**Length of Training Times Two**
Assessment Scoring	**Direct Supervising Administrator**	**Seat Hours**
Curriculum Development	**Direct Supervising Administrator**	**Seat Hours**
Data Analysis	**Direct Supervising Administrator**	**Seat Hours**
Serving as a Mentor	**Direct Supervising Administrator**	**Year One: 30 hours**
New Teacher Observation of Mentor or Master Teacher	**Direct Supervising Administrator**	**Seat Hours**
Mentor or Master Teacher Observation of New Teacher	**Direct Supervising Administrator**	**Seat Hours**
Action Research	**Direct Supervising Administrator**	**Agreement with BA based on product**
Study Circles or "Critical Friends" Activities	**Direct Supervising Administrator**	**Agreement with BA based on product**
Peer Coaching/Helping/Support	**Direct Supervising Administrator, Mentor Program Coordinator**	**Agreement with BA based on individual need**
Development of New Courses or Programs	**Direct Supervising Administrator**	**6 hours/day of prep**
Cooperating Teacher for Student Teacher	**Direct Supervising Administrator**	**30 hours/assignment**
Observation of Teacher by Student for College Program	**Direct Supervising Administrator**	**Seat Hours**
Service on District- or Building- or BOCES-Wide Planning or Leadership Teams (CDEP, APPR, Mentoring, Athletic Code, Code of Conduct, Building Teams, etc.)	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
Hours Earned Off-Site		
Facilitating or Presenting a Workshop	**Various**	**Length of Presentation/ Training Times Two**
College Classes (Linked to Teaching Improvement)	**Direct Supervising Administrator, Superintendent**	**15 PD Hours for Each 1 Credit of Study**
Workshops or Trainings – *Those that require follow up work will be considered for additional hours.*	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
Membership on BOCES-Wide or Other Regional Committee (Teacher Center Board, Model Schools Committees, CAC, etc.)	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
Service as Elected Officer in Professional Org.	**DTA**	**15 hours**
Service as Teacher Center Director	**DTA**	**45 hours/semester**
Service as Teacher Center Building Representative	**DTA**	**Seat Hours**
Service at Teacher Center Building Ambassador	**DTA**	**5 Hours**
Regional Scoring	**Direct Supervising Administrator**	**Seat Hours**
National Board Certification	**Superintendent**	**175 hours**
NYSED Test Development	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
NYSED Curriculum Development	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
State Professional Standards and Practices Board	**Direct Supervising Administrator, Superintendent**	**Seat Hours**
Published Educational Journal Article	**Direct Supervising Administrator, Superintendent**	**15 hours**
Presentation in Professional Periodical or Journal of Major Paper or Research Project	**Direct Supervising Administrator, Superintendent**	**45 hours**

NOTE: Provide PD hours not in MLP to your building principal or supervisor for sign-off. They will then be forwarded for entry in MLP.

Dolgeville Central School
Professional Development Calendar
2014-2015

"Go into the world well-prepared." – Alfred Dolge

Date	Schedule of Activities
Monday, August 18th	**New Staff Induction Day**
Tuesday, August 19th	**New Teacher Training in Learning Focused Strategies – Day 1**
Wednesday, August 20th	**New Teacher Training in Learning Focused Strategies – Day 2**
Monday, August 25th	**New Teacher and Mentor Day**
Tuesday, August 26th	**New Teacher APPR Workshop and Work Day**
Tuesday, September 2nd	**Superintendent's Conference Day for All Faculty and Staff**
Wednesday, September 3rd	**Superintendent's Conference Day for All Faculty and Staff**
Friday, October 10th	**12:30 PM – 3:00 PM (Students Dismissed at 11:30 AM)** **Learning Focus Schools Updates for All Faculty and Staff**
Thursday, November 20th	**Noon – 6:00 PM (Student Dismissal at 11:30 AM)** **Afternoon/Evening Parent/Teacher Conferences**
Friday, November 21st	**No School for Students** **All Day Parent/Teacher Conferences**
Friday, March 20th	**No School for Students** **Superintendent's Conference Day for All Faculty and Staff** **Parent/Teacher Conferences for Students at Risk**
Thursday, June 25th	**No School for Students** **Superintendent's Conference Day for All Faculty and Staff** **Regents Rating Day**

ANNUAL PROFRESSIONAL PERFORMANCE REVIEW (APPR)

Rationale for the Annual Professional Performance Review (APPR)

In accordance the Revised Teacher and Principal Evaluation Law (Education Law §3012-c and §§L100.2(o) and Subpart 30-2 of the Commissioner's regulations for the school years 2012-2013 and beyond, the District APPR will be developed and/or revised annually and submitted to the State Education Department through Review Room 2.0. However, the ultimate purpose of a quality Annual Professional Performance Review Plan (APPR) is much more than fulfilling a State mandate. It is an essential process by which the entire learning organization can achieve its mission and vision for all students. The DCSD is committed to focusing its efforts and resources to bring about a meaningful evaluation process as an important means to achieve this goal.

The APPR Review Plan

The DCSD Board of Education and Dolgeville Teacher's Association will approve the APPR Plan annually by statutory dates established by NYSED. The Review Room 2.0 document and this plan will be made public on the district website (www.dolgeville.org) once approved.

Employee observations/evaluations shall be completed according to the following timeline:

Staff Member	Timeline			
Superintendent	Summative evaluation completed by the Board of Education prior to February 1			Evaluation finalized, signed, and placed in personnel file before March 1
Building Administrator	Summative evaluation completed by superintendent prior to May 1			Evaluation finalized, acknowledged, and placed in personnel file before June 1
Non-tenured Teacher	First full class observation completed by building principal or supervisor prior to December 1st	Second full class observation completed by building principal or supervisor prior to April 1st	Evaluator's summative evaluation, teacher's response/reflection, and goal setting before June 1st	Evaluation finalized, acknowledged, and placed in personnel file before June 30th
Tenured Teacher	One full class observation by building principal or supervisor	One abbreviated classroom observation(s) by building principal or supervisor	Evaluator's summative evaluation, teacher's response/reflection, and goal setting completed before the final day of the teaching year	Evaluation finalized, acknowledged, and placed in personnel file after all growth scores have been received from NYSED
Non-Tenured Teaching Assistant	Evaluation completed by building principal or supervisor prior to April 1st		Evaluator's comments and assistant's comments and goal-setting completed before the final day of the teaching year	Evaluation finalized, acknowledged, and placed in personnel file before June 30th
Tenured Teaching Assistant	Evaluation completed by building principal or supervisor prior to June 1st		Evaluator's comments and assistant's comments and goal-setting completed before the final day of the teaching year	Evaluation finalized, acknowledged, and placed in personnel file before June 30th
Other Professional Staff	Evaluation completed by immediate supervisor prior to the end of the school year		Evaluator's and staff member's comments and goal-setting completed by the end of the school year	Assessment finalized, signed, and placed in personnel file by the end of the school year
First Year Non-instructional Staff	First evaluation by immediate supervisor eight weeks from employment date		Second evaluation complete by June 1st	All evaluations finalized, signed, and placed in personnel file before the last day of employment for the school year
Non-instructional Staff	One evaluation by immediate supervisor prior to June 1st			All evaluations finalized, signed, and placed in personnel file prior to June 30th
Coaching Staff	One evaluation/self-assessment by athletic director/coach per coach per season		Evaluator's comments and coach's comments and goal-setting completed within 30 days of the end of the season	All evaluations finalized, signed, and placed in coaching file within 30 days of the end of the season

Evaluation Instruments

- All teachers will be evaluated through OASYS using the 2012 NYSUT Rubric. (See OASYS for the Document.)
- All principals will be evaluated through OASYS using the Multidimensional Principal's Performance Rubric (MPPR). (See OASYS for the Document.)
- All teaching assistants will be evaluated through OASYS using the district-developed evaluation instrument. (See OASYS for the Document.)
- All other professional staff will be evaluated using district-developed evaluation instruments based on national professional standards for that profession.

- **All non-instructional staff will be evaluated using the district-developed evaluation instrument.**
- **All coaching staff will be evaluated using the district-developed evaluation instrument.**

Data Management Plan

The DCSD will work with the Madison-Oneida Regional Information Center (MORIC) and the State Education Department (SED) to align its database systems (SchoolTool, ClearTrack, My Learning Plan, OASYS, InfoFund, WinSnap, and the NYSED Information and Reporting Services Portal) to ensure that NYSED receives timely and accurate teacher, course, and student data, and to ensure a process for verification of all data.

Regents and 3-8 Assessment Security Affirmation

Immediately after receipt of Regents exams, the building principal will inventory the exams, secure the exams in locked Regents boxes, and secure the locked boxes in the vault in the high school office. The building principal or the superintendent will distribute the Regents exams to the head proctor of the exam just prior to its administration. The Administrator and head proctor shall ensure that no exams are disseminated to students prior to administration. All Regents shall be scored by a minimum of two teachers qualified to teach in the content area being tested. No teacher of record will score the Regents exams of his/her students.

Immediately after receipt of 3-8 assessments, the building principal(s) will inventory the assessments and secure them in either the vault in the high school or the safe in the elementary principal's office. The building principal or the superintendent will distribute the assessments to teachers and proctors just prior to their administration, and shall ensure that no exams are disseminated to students prior to administration. All 3-8 assessments shall be regionally scored at Herkimer-Fulton-Hamilton-Otsego BOCES. All unused exams shall be returned to the site designated by NYSED for destruction.

Monitoring

The DCSD agrees to collaborate with SED regarding any concerns and/or monitoring of the district's Regents, 3-8 assessments, data management, and professional evaluations.

<table>
<tr><td colspan="2" align="center">**Dolgeville Central School**
School Guidance Counselor Professional Performance Evaluation</td></tr>
</table>

Counselor's Name:	**Position:**
Evaluator's Name:	**Position:**
Tenure Status:	**Evaluation Date:**

Rating Scale				
H – Highly Effective	E – Effective	D – Developing	I – Ineffective	N – Not Applicable

Performance Area One: School and Community Relations	H	E	D	I	N
Participates in school and community activities.	☐	☐	☐	☐	☐
Works cooperatively with others.	☐	☐	☐	☐	☐
Demonstrates knowledge of District policies and procedures.	☐	☐	☐	☐	☐
Participates in meetings, trainings, and special events.	☐	☐	☐	☐	☐
Follows appropriate lines of authority.	☐	☐	☐	☐	☐
Comments:					

Performance Area Two: Planning and Organization	H	E	D	I	N
Sets goals with supervisor.	☐	☐	☐	☐	☐
Completes tasks in a timely and accurate manner.	☐	☐	☐	☐	☐
Keeps records organized, up-to-date, and accurate.	☐	☐	☐	☐	☐
Disseminates information on a timely and periodic basis.	☐	☐	☐	☐	☐
Comments:					

Performance Area Three: Communication	H	E	D	I	N
Communicates in a clear, effective, and informative manner.	☐	☐	☐	☐	☐
Writes and speaks in an understandable and organized manner.	☐	☐	☐	☐	☐
Communicates role and program related to the District's mission and goals.	☐	☐	☐	☐	☐
Promotes positive interactions with the community.	☐	☐	☐	☐	☐
Comments:					

Performance Area Four: Job Knowledge and Skills	H	E	D	I	N
Demonstrates knowledge of job requirements.	☐	☐	☐	☐	☐
Bases recommendations and decisions on data, knowledge, and experience.	☐	☐	☐	☐	☐
Provides leadership and direction for improvement in areas of responsibility.	☐	☐	☐	☐	☐
Evaluates and analyzes results to determine effectiveness.	☐	☐	☐	☐	☐
Uses innovations and current developments in areas of responsibility.	☐	☐	☐	☐	☐
Comments:					

Performance Area Five: Professional Growth and Development	H	E	D	I	N
Participates in self-evaluation	☐	☐	☐	☐	☐
Cooperatively sets goals that reflect feedback from the evaluation process.	☐	☐	☐	☐	☐
Seeks self-improvement ideas.	☐	☐	☐	☐	☐
Comments:					

Performance Area Six: Performance Management – Plans, implements, and evaluates a comprehensive program of guidance including counseling services.	H	E	D	I	N
Uses planning process to define needs, priorities, and program objectives.	☐	☐	☐	☐	☐
Implements a comprehensive and balanced program.	☐	☐	☐	☐	☐

	H	E	D	I	N
Evaluates effectiveness of individual activities and overall program in meeting desired student outcomes.	☐	☐	☐	☐	☐
Educates staff, parents, and community about the guidance program.	☐	☐	☐	☐	☐
Comments:					

Performance Area Seven: Guidance – Teaches the campus developmental guidance curriculum, assists teachers in the teaching of guidance-related curriculum, and guides students to develop educational plans and career awareness.	H	E	D	I	N
Develops a written guidance curriculum.	☐	☐	☐	☐	☐
Teaches guidance units effectively.	☐	☐	☐	☐	☐
Consults with administrators and teachers regarding teachers' area of responsibility in teaching the developmental guidance curriculum.	☐	☐	☐	☐	☐
Supports teachers in teaching guidance-related essential elements.	☐	☐	☐	☐	☐
Involves students in personalized education and career awareness.	☐	☐	☐	☐	☐
Presents relevant information accurately and without bias.	☐	☐	☐	☐	☐
Comments:					

Performance Area Eight: Counseling – Counsels individual and small groups with needs and concerns using accepted theories and techniques.	H	E	D	I	N
Provides counseling systematically.	☐	☐	☐	☐	☐
Responds to students individually.	☐	☐	☐	☐	☐
Provides counseling in groups as appropriate.	☐	☐	☐	☐	☐
Uses accepted theories.	☐	☐	☐	☐	☐
Uses effective techniques.	☐	☐	☐	☐	☐
Comments:					

Performance Area Nine: Consultation – Consults with parents, teachers, administrators, and other relevant individuals to enhance his or her work with students.	H	E	D	I	N
Provides professional expertise collaboratively.	☐	☐	☐	☐	☐
Interprets information and ideas effectively.	☐	☐	☐	☐	☐
Is an advocate for students.	☐	☐	☐	☐	☐
Comments:					

Performance Area Ten: Coordination – Coordinates with school and community personnel to bring together resources for students and uses and effective referral process to assist students and others to use programs and services.	H	E	D	I	N
Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate.	☐	☐	☐	☐	☐
Develops and maintains positive working relationships with other school professionals.	☐	☐	☐	☐	☐
Uses an effective process to refer students for higher levels of intervention and assistance.	☐	☐	☐	☐	☐
Comments:					

Performance Area Eleven: Assessment – Participates in planning and evaluating the group standardized tests and Regents and interprets this data and other appraisal results appropriately.	H	E	D	I	N
Demonstrates knowledge of principles of testing and measurement.	☐	☐	☐	☐	☐
Interprets test and other appraisal results for school personnel, students, and parents.	☐	☐	☐	☐	☐
Uses other sources of student data as assessment tools for educational planning.	☐	☐	☐	☐	☐
Ensures that student records are used to benefit students and instructional staff.	☐	☐	☐	☐	☐
Maintains confidentiality of student assessments.	☐	☐	☐	☐	☐
Comments:					

School Counselor's Performance Goals:

School Counselor's General Comments:

Supervisor's Comments:

Signatures:

_____   _____

School Guidance Counselor   **Date**

_____   _____

Evaluator   **Date**

Dolgeville Central School
School Counselor Professional Performance Evaluation

Counselor's Name:	Position:
Evaluator's Name:	Position:
Tenure Status:	Evaluation Date:

Rating Scale				
H – Highly Effective	E – Effective	D – Developing	I – Ineffective	N – Not Applicable

Performance Area One: School and Community Relations	H	E	D	I	N
Participates in school and community activities.	☐	☐	☐	☐	☐
Works cooperatively with others.	☐	☐	☐	☐	☐
Demonstrates knowledge of District policies and procedures.	☐	☐	☐	☐	☐
Participates in meetings, trainings, and special events.	☐	☐	☐	☐	☐
Follows appropriate lines of authority.	☐	☐	☐	☐	☐
Comments:					

Performance Area Two: Planning and Organization	H	E	D	I	N
Sets goals with supervisor.	☐	☐	☐	☐	☐
Completes tasks in a timely and accurate manner.	☐	☐	☐	☐	☐
Keeps records organized, up-to-date, and accurate.	☐	☐	☐	☐	☐
Disseminates information on a timely and periodic basis.	☐	☐	☐	☐	☐
Comments:					

Performance Area Three: Communication	H	E	D	I	N
Communicates in a clear, effective, and informative manner.	☐	☐	☐	☐	☐
Writes and speaks in an understandable and organized manner.	☐	☐	☐	☐	☐
Communicates role and program related to the District's mission and goals.	☐	☐	☐	☐	☐
Promotes positive interactions with the community.	☐	☐	☐	☐	☐
Comments:					

Performance Area Four: Job Knowledge and Skills	H	E	D	I	N
Demonstrates knowledge of job requirements.	☐	☐	☐	☐	☐
Bases recommendations and decisions on data, knowledge, and experience.	☐	☐	☐	☐	☐
Provides leadership and direction for improvement in areas of responsibility.	☐	☐	☐	☐	☐
Evaluates and analyzes results to determine effectiveness.	☐	☐	☐	☐	☐
Uses innovations and current developments in areas of responsibility.	☐	☐	☐	☐	☐
Comments:					

Performance Area Five: Professional Growth and Development	H	E	D	I	N
Participates in self-evaluation	☐	☐	☐	☐	☐
Cooperatively sets goals that reflect feedback from the evaluation process.	☐	☐	☐	☐	☐
Seeks self-improvement ideas.	☐	☐	☐	☐	☐
Comments:					

Performance Area Six: Performance Management – Plans, implements, and evaluates a comprehensive program of counseling services.	H	E	D	I	N
Uses planning process to define needs, priorities, and program objectives.	☐	☐	☐	☐	☐
Implements a comprehensive and balanced program.	☐	☐	☐	☐	☐
Evaluates effectiveness of individual activities and overall program in meeting desired student outcomes.	☐	☐	☐	☐	☐
Educates staff, parents, and community about the counseling program.	☐	☐	☐	☐	☐
Comments:					

Performance Area Seven: Counseling – Counsels individual and small groups with needs and concerns using accepted theories and techniques.	H	E	D	I	N
Provides counseling systematically.	☐	☐	☐	☐	☐
Responds to students individually.	☐	☐	☐	☐	☐
Provides counseling in groups as appropriate.	☐	☐	☐	☐	☐
Uses accepted theories.	☐	☐	☐	☐	☐
Uses effective techniques.	☐	☐	☐	☐	☐
Comments:					

Performance Area Eight: Consultation – Consults with parents, teachers, administrators, and other relevant individuals to enhance his or her work with students.	H	E	D	I	N
Provides professional expertise collaboratively.	☐	☐	☐	☐	☐
Interprets information and ideas effectively.	☐	☐	☐	☐	☐
Is an advocate for students.	☐	☐	☐	☐	☐
Comments:					

Performance Area Nine: Coordination – Coordinates with school and community personnel to bring together resources for students and uses and effective referral process to assist students and others to use programs and services.	H	E	D	I	N
Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate.	☐	☐	☐	☐	☐
Develops and maintains positive working relationships with other school professionals.	☐	☐	☐	☐	☐
Uses an effective process to refer students for higher levels of intervention and assistance.	☐	☐	☐	☐	☐
Comments:					

Performance Area Ten: General Competences					
Punctuality: Is on time to assignments and completes tasks in a timely manner.	☐	☐	☐	☐	☐
Social Skills: Conducts one's self in ways that are socially appropriate and acceptable. Is appropriate in social interactions with school staff, parents and community members.	☐	☐	☐	☐	☐
Flexibility: Is flexible and adaptable in a variety of situations, both instructional and non-instructional. Handles stressful situations or crises with level-headedness and poise.	☐	☐	☐	☐	☐
Positive Attitude: Reflects an overall positive mental outlook in the school and community.	☐	☐	☐	☐	☐
Professionalism: Presents one's self in a manner that is professional in behavior, speech, mannerisms, and dress.	☐	☐	☐	☐	☐
Comments:					

School Counselor's Performance Goals for 2011-2012:
Goal One:
Goal Two:

School Counselor's Self-Evaluation:

Signatures:

_____   _____
         School Counselor   **Date**

_____   _____
           Evaluator   **Date**

<table>
<tr><td colspan="6">**Dolgeville Central School**
School Psychologist Professional Performance Evaluation</td></tr>
</table>

Name:	Position:
Evaluator's Name:	Position:
Tenure Status:	Evaluation Date:

Rating Scale				
H – Highly Effective	E – Effective	D – Developing	I – Ineffective	N – Not Applicable

Performance Area One: School and Community Relations	H	E	D	I	N
Participates in school and community activities.	☐	☐	☐	☐	☐
Works cooperatively with others.	☐	☐	☐	☐	☐
Demonstrates knowledge of District policies and procedures.	☐	☐	☐	☐	☐
Participates in meetings, trainings, and special events.	☐	☐	☐	☐	☐
Follows appropriate lines of authority.	☐	☐	☐	☐	☐
Comments:					

Performance Area Two: Planning and Organization	H	E	D	I	N
Sets goals with supervisor.	☐	☐	☐	☐	☐
Completes tasks in a timely and accurate manner.	☐	☐	☐	☐	☐
Keeps records organized, up-to-date, and accurate.	☐	☐	☐	☐	☐
Disseminates information on a timely and periodic basis.	☐	☐	☐	☐	☐
Comments:					

Performance Area Three: Communication	H	E	D	I	N
Communicates in a clear, effective, and informative manner.	☐	☐	☐	☐	☐
Writes and speaks in an understandable and organized manner.	☐	☐	☐	☐	☐
Communicates role and program related to the District's mission and goals.	☐	☐	☐	☐	☐
Promotes positive interactions with the community.	☐	☐	☐	☐	☐
Comments:					

Performance Area Four: Job Knowledge and Skills	H	E	D	I	N
Demonstrates knowledge of job requirements.	☐	☐	☐	☐	☐
Bases recommendations and decisions on data, knowledge, and experience.	☐	☐	☐	☐	☐
Provides leadership and direction for improvement in areas of responsibility.	☐	☐	☐	☐	☐
Evaluates and analyzes results to determine effectiveness.	☐	☐	☐	☐	☐
Uses innovations and current developments in areas of responsibility.	☐	☐	☐	☐	☐
Comments:					

Performance Area Five: Professional Growth and Development	H	E	D	I	N
Participates in self-evaluation	☐	☐	☐	☐	☐
Cooperatively sets goals that reflect feedback from the evaluation process.	☐	☐	☐	☐	☐
Seeks self-improvement ideas.	☐	☐	☐	☐	☐
Comments:					

Performance Area Six: Performance Management – Plans, implements, and evaluates a comprehensive program of guidance including counseling services.	H	E	D	I	N
Uses planning process to define needs, priorities, and program objectives.	☐	☐	☐	☐	☐
Implements a comprehensive and balanced program.	☐	☐	☐	☐	☐
Evaluates effectiveness of individual activities and overall program in meeting desired student outcomes.	☐	☐	☐	☐	☐
Educates staff, parents, and community about the psychologist's program.	☐	☐	☐	☐	☐
Comments:					

Performance Area Seven: Counseling – Counsels individual and small groups with needs and concerns using accepted theories and techniques.	H	E	D	I	N
Provides counseling systematically.	☐	☐	☐	☐	☐
Responds to students individually.	☐	☐	☐	☐	☐
Provides counseling in groups as appropriate.	☐	☐	☐	☐	☐
Uses accepted theories.	☐	☐	☐	☐	☐
Uses effective techniques.	☐	☐	☐	☐	☐
Comments:					

Performance Area Eight: Consultation – Consults with parents, teachers, administrators, and other relevant individuals to enhance his or her work with students.	H	E	D	I	N
Provides professional expertise collaboratively.	☐	☐	☐	☐	☐
Interprets information and ideas effectively.	☐	☐	☐	☐	☐
Is an advocate for students.	☐	☐	☐	☐	☐
Comments:					

Performance Area Nine: Coordination – Coordinates with school and community personnel to bring together resources for students and uses and effective referral process to assist students and others to use programs and services.	H	E	D	I	N
Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate.	☐	☐	☐	☐	☐
Develops and maintains positive working relationships with other school professionals.	☐	☐	☐	☐	☐
Uses an effective process to refer students for higher levels of intervention and assistance.	☐	☐	☐	☐	☐
Comments:					

Performance Area Ten: Assessment – Participates in planning and evaluating the group standardized tests and Regents and interprets this data and other appraisal results appropriately.	H	E	D	I	N
Demonstrates knowledge of principles of testing and measurement.	☐	☐	☐	☐	☐
Interprets test and other appraisal results for school personnel, students, and parents.	☐	☐	☐	☐	☐
Uses other sources of student data as assessment tools for educational planning.	☐	☐	☐	☐	☐
Ensures that student records are used to benefit students and instructional staff.	☐	☐	☐	☐	☐
Maintains confidentiality of student assessments.	☐	☐	☐	☐	☐
Comments:					

School Psychologist's Performance Goals:
Goal One:
Goal Two:

School Psychologist's Self-Assessment and General Comments:

Signatures:
_____   _____
School Psychologist   Date
_____   _____
Evaluator   Date

Dolgeville Central School **School Nurse Professional Evaluation**

Name:	Evaluator:
School:	School Year:

Rating Guide				
H - Highly Effective	E – Effective	D - Developing	I - Ineffective	NA – Not Applicable

Performance Standard One **Responsibility to School Staff**					
Indicators:	H	E	D	I	NA
Functions as a contributing member of the school staff.	☐	☐	☐	☐	☐
Exhibits knowledge of school law and policy.	☐	☐	☐	☐	☐
Exhibits knowledge of totality and connectedness of the school program.	☐	☐	☐	☐	☐
Acts as a liaison between the school and the larger medical community.	☐	☐	☐	☐	☐
Is a contributing member of the District Health and Safety Committee.	☐	☐	☐	☐	☐
Is a vital member of the District's crisis team.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Two **Health Assessment**					
Indicators:	H	E	D	I	NA
Establishes and maintains adequate student health records.	☐	☐	☐	☐	☐
Manages student health records effectively using the medical module of SchoolTool.	☐	☐	☐	☐	☐
Conducts or participates in student/parent/teacher conferences, as necessary.	☐	☐	☐	☐	☐
Coordinates, refers to, and follows up on student services – both within and outside the school – as necessary.	☐	☐	☐	☐	☐
Collaborates with school staff concerning the psychosocial and behavioral needs of students.	☐	☐	☐	☐	☐
Periodically reviews the health status of students, and shares information with appropriate staff members.	☐	☐	☐	☐	☐
Collects and reports data to the State Education Department, CDC, Public Health or other agencies as necessary.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Three **Child Study, 504, and Special Education Responsibilities**					
Indicators:	H	E	D	I	NA
Assists in assessment and placement of students with a variety of needs and/or disabilities.	☐	☐	☐	☐	☐
Assists students/parents/school staff in accessing appropriate community services for students.	☐	☐	☐	☐	☐
Carries through with specific plans intended to assist students with a variety of special needs.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Four **Prevention and Control of Communicable Disease**					
Indicators:	H	E	D	I	NA
Assesses signs/symptoms of communicable disease.	☐	☐	☐	☐	☐
Implements and enforces communicable disease policies in collaboration with Public Health.	☐	☐	☐	☐	☐
Contacts parents/teachers regarding communicable disease protocols.	☐	☐	☐	☐	☐
Instructs students/staff regarding precautions to prevent spread of communicable diseases.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Five Emergency Care					
Indicators:	**H**	**E**	**D**	**I**	**NA**
Assesses the severity of injuries and responds appropriately.	☐	☐	☐	☐	☐
Assesses the severity of illness and responds appropriately.	☐	☐	☐	☐	☐
Responds to emergencies by collaborating with emergency responders.	☐	☐	☐	☐	☐
Coordinates and/or conducts training of school personnel with regard to emergency response.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Six Health Instruction					
Indicators:	**H**	**E**	**D**	**I**	**NA**
Serves as a health education resource person.	☐	☐	☐	☐	☐
Supports and promotes health education.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Seven Professional Practice					
Indicators:	**H**	**E**	**D**	**I**	**NA**
Maintains current New York State licensure.	☐	☐	☐	☐	☐
Enhances professional knowledge through professional development opportunities.	☐	☐	☐	☐	☐
Maintains current knowledge of District, State, and County health policies and procedures.	☐	☐	☐	☐	☐
Acknowledges the benefit of affiliation with professional nursing organizations.	☐	☐	☐	☐	☐
Maintains professional decorum in relationships with students, staff, teachers, parents, and community members.	☐	☐	☐	☐	☐
Maintains confidentiality.	☐	☐	☐	☐	☐
Comments:					

Employee Comments:

Evaluator Comments:

Signatures:

_____   _____
School Nurse   Date

_____   _____
Evaluator   Date

<table>
<tr><td colspan="2" align="center">Dolgeville Central School
Director of Pupil Services</td></tr>
</table>

Name:	Evaluator:
School:	School Year:

Rating Guide				
H - Highly Effective	E – Effective	D - Developing	I - Ineffective	NA – Not Applicable

Performance Standard One: Foundation					
A. Purpose: The director has a clear vision and mission, with related goals and objectives.	**H**	**E**	**D**	**I**	**NA**
The director's vision and mission clearly address the needs of *all* students.	☐	☐	☐	☐	☐
The director's vision and mission align with the vision and mission of the school district.	☐	☐	☐	☐	☐
Goals and measurable objects are derived from the vision and mission.	☐	☐	☐	☐	☐
The vision and mission, as well as goals and objectives, are consistent with ethical codes and professional practice standards.	☐	☐	☐	☐	☐
The vision and mission, as well as goals and objectives, are developed to address the needs of students, families, and staff.	☐	☐	☐	☐	☐
The vision and mission support and full range of pupil services, including prevention, assessment, intervention, consultation, and evaluation of student outcomes.	☐	☐	☐	☐	☐
Comments:					
B. Program Development: The director develops programs that meet the identified needs of students, families, and school personnel.	**H**	**E**	**D**	**I**	**NA**
The director identifies program and service needs in collaboration with stakeholders.	☐	☐	☐	☐	☐
Pupil service programs are developed in accordance with current professional standards and legal mandates.	☐	☐	☐	☐	☐
The director plans, develops, and evaluates pupil services in collaboration with stakeholders.	☐	☐	☐	☐	☐
Pupil services staff members participate in the development, implementation, and evaluation of districtwide initiates and programs.	☐	☐	☐	☐	☐
Comments:					
C. Policies and Procedures: The director maintains written policies and procedures to ensure quality of services and districtwide uniformity.	**H**	**E**	**D**	**I**	**NA**
Policies and procedures are consistent with the program's and district's vision, mission, goals, and objectives.	☐	☐	☐	☐	☐
Policies and procedures are consistent with professional codes of ethics, professional standards of practice, and legal mandates.	☐	☐	☐	☐	☐
The director collaborates with pupil services staff members in the development, review, and revision of policies and procedures, as necessary.	☐	☐	☐	☐	☐
The director allows pupil services staff members exercises appropriate professional judgment and autonomy in delivering services.	☐	☐	☐	☐	☐
Policies and procedures ensure effective response to individual and school-wide crisis situations.	☐	☐	☐	☐	☐
Policies and procedures require pupil services staff members to be in compliance with universal precautions and other applicable health and safety standards.	☐	☐	☐	☐	☐
The director provides orientation and regular updates on policies and procedures to all pupil services staff members.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Two: Student Services					
A. Prevention: The director delivers effective prevention programs and services.	**H**	**E**	**D**	**I**	**NA**
The director collaborates with other professional staff members to develop, promote, and implement prevention programs and services.	☐	☐	☐	☐	☐
The director supports, and when appropriate, provides leadership for community and school programs that promote wellness, reduce risky behaviors, and improve school	☐	☐	☐	☐	☐

climate.					
The director serves as a prevention role model.	☐	☐	☐	☐	☐
The director disseminates information about risk factors that adversely affect educational success, and practices and behaviors that promote educational success.	☐	☐	☐	☐	☐
The director collaborates with other school personnel, families, and community agencies to monitor the development and educational progress of students exposed to risk factors.	☐	☐	☐	☐	☐
Comments:					
B. Curriculum: The director coordinates students services with the school curriculum.	**H**	**E**	**D**	**I**	**NA**
The director keeps abreast of current and relevant curriculum issues and initiatives.	☐	☐	☐	☐	☐
The director is knowledgeable of the district's and school's curriculum.	☐	☐	☐	☐	☐
The director ensures that student services are coordinated and, whenever possible, integrated with curriculum content.	☐	☐	☐	☐	☐
The director participates in the selection, development, delivery, and evaluation of curriculum.	☐	☐	☐	☐	☐
Comments:					
C. Screening and Assessment: The director ensures that pupil services staff members deliver effective screening and assessment services.	**H**	**E**	**D**	**I**	**NA**
Screening programs are designed to ensure coordination of program components (planning, training, timing/scheduling, implementation, referrals, follow through, recordkeeping)	☐	☐	☐	☐	☐
Screening programs are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	☐	☐	☐	☐	☐
The director collaborates in the development, implementation, and evaluation of screening programs.	☐	☐	☐	☐	☐
The director communicates with families to provide advanced notice of screening activities, to provide notice of findings requiring further action, and to ascertain the status of referrals.	☐	☐	☐	☐	☐
Assessments are conducted for a variety of reasons (program eligibility, determining service needs, monitoring student progress, program evaluation, research).	☐	☐	☐	☐	☐
The director collaborates, as appropriate, with school personnel, students, families and outside providers in planning student assessments.	☐	☐	☐	☐	☐
The director obtains informed written parental consent to conduct evaluations.	☐	☐	☐	☐	☐
The director utilizes considers multiple assessments, both formal and informal (interviews, observations, rating scales).	☐	☐	☐	☐	☐
In conducting considering assessments, interpreting results, and making recommendations, the director considers factors such as cultural and language background, educational experience, family priorities, and health status.	☐	☐	☐	☐	☐
The director reports assessment results both orally and in writing in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	☐	☐	☐	☐	☐
Comments:					
D. Intervention: The director delivers oversees a continuum of effective intervention services.	**H**	**E**	**D**	**I**	**NA**
Intervention activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	☐	☐	☐	☐	☐
The director oversees comprehensive service delivery of a variety of intervention approaches, including both indirect services (parent counseling and education, staff training and consultation, monitoring student status) and direct services (whole class communication programs, individual and small group interventions).	☐	☐	☐	☐	☐
The director collaborates with school personnel, students, families, and community providers to develop measurable goals and objectives for each student receiving special education or related services.	☐	☐	☐	☐	☐
Goals and objectives are based on assessment and reassessment results.	☐	☐	☐	☐	☐
Goals and objectives are educationally relevant, developmentally appropriate, and sensitive to the child's and family's social, cultural, and linguistic background.	☐	☐	☐	☐	☐
Strategies, techniques, and materials are selected to support goals and objectives.	☐	☐	☐	☐	☐
Comments:					
E. Promoting Student Independence and Self-Advocacy : The director assists students in monitoring and directing their personal development and capabilities.	**H**	**E**	**D**	**I**	**NA**

The director extends services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	☐	☐	☐	☐	☐
The director uses developmentally appropriate practices to assist students in formulating personal goals and future plans.	☐	☐	☐	☐	☐
Comments:					
F. Referral and Liaison Activities: The director delivers effective referral and liaison services.	**H**	**E**	**D**	**I**	**NA**
The director keeps abreast of current outside services and other resources.	☐	☐	☐	☐	☐
The director keeps families of school children informed of outside resources and helps families access them independently.	☐	☐	☐	☐	☐
The director makes appropriate referrals to other professionals/agencies for evaluation of services and ensures follow-up.	☐	☐	☐	☐	☐
The director fulfills a liaison role with outside service providers.	☐	☐	☐	☐	☐
Comments:					
G. Collaboration: The director collaborates and consults with others to provide effective and efficient services.	**H**	**E**	**D**	**I**	**NA**
The director respects the contributions of all members of school teams (CSE, 504, child study) and considers the input and recommendations of all team members in making decisions.	☐	☐	☐	☐	☐
The director seeks appropriate consultation to better meet student and family needs.	☐	☐	☐	☐	☐
Comments:					
H. Evaluation of Student Outcomes	**H**	**E**	**D**	**I**	**NA**
The director collects and maintains relevant data to evaluate student outcomes.	☐	☐	☐	☐	☐
The director monitors student progress to determine the efficacy of indirect and direct interventions.	☐	☐	☐	☐	☐
The director revises interventions/services on the basis of evaluations of student outcomes.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Three: Systems Operations					
A. Organization and Management: The director ensures that pupil services department is organized and managed in a manner conducive to effective delivery of services and to continuous improvement.	**H**	**E**	**D**	**I**	**NA**
The director delineates the relationship between the pupil services department and other departments.	☐	☐	☐	☐	☐
The director clearly communicates department priorities and provides support and direction to help staff organize their work and address priorities in a timely fashion.	☐	☐	☐	☐	☐
The director assigns tasks that are consistent with the qualifications and skills of pupil services staff members and are based on current student and program needs identified through a systematic needs assessment.	☐	☐	☐	☐	☐
The director maintains systematic records.	☐	☐	☐	☐	☐
The director regularly attends scheduled building, department, and regional meetings related to pupil services.	☐	☐	☐	☐	☐
The director has mechanisms for addressing and resolving staff member's professional, legal, and ethical concerns about school district policies, procedures, and practices.	☐	☐	☐	☐	☐
The director ensures that programs and services meet legal mandates and current standards of professional practice for training, supervision, professional-to-assistant ratios, and accountability.	☐	☐	☐	☐	☐
Comments:					
B. Staff Supervision and Evaluation: The director evaluates pupil services personnel in a manner that ensures the provision of high-quality programs and services and their own professional growth.	**H**	**E**	**D**	**I**	**NA**
Pupil services staff members are provided with sufficient supervision.	☐	☐	☐	☐	☐
The director is appropriately credentialed to supervise and evaluate pupil services personnel.	☐	☐	☐	☐	☐
Evaluation of pupil services personnel is systematic, appropriate to meet the individual	☐	☐	☐	☐	☐

	H	E	D	I	NA
needs of evaluated staff members, and consistent with discipline-specific standards of practice.					
Evaluation procedures are documented and communicated to all pupil services staff.	☐	☐	☐	☐	☐
Comments:					
C. Student Records: The director maintains student information and documents student services in a manner that meets the needs and protects the rights of students and families.	**H**	**E**	**D**	**I**	**NA**
The director maintains student education records that meet current legal mandates and professional standards of practice.	☐	☐	☐	☐	☐
The director limits school personnel access to student education records to those with a legitimate educational interest.	☐	☐	☐	☐	☐
The director is cognizant of the rights of parents and eligible students to inspect and review a student's education records, seek amendment of records, and consent to disclosures of personally identifiable information under FERPA.	☐	☐	☐	☐	☐
Procedures for the retention and destruction of students speech and language records meet federal and state mandates.	☐	☐	☐	☐	☐
Comments:					
D. Confidentiality: Pupil services are delivered in a manner that respects student confidentiality.	**H**	**E**	**D**	**I**	**NA**
The director's confidentiality procedures are consistent district policies as well as applicable federal and state guidelines.	☐	☐	☐	☐	☐
The director ensures that all pupil services personnel receive annual training regarding confidentiality and FERPA.	☐	☐	☐	☐	☐
The director follows legal and professional standards for obtaining informed consent to share student and family information with outside parties.	☐	☐	☐	☐	☐
The director shares information among school personnel only as needed for the benefit of the student.	☐	☐	☐	☐	☐
Comments:					
E. Program Accountability: Accountability procedures ensure the maintenance of high-quality programs and services.	**H**	**E**	**D**	**I**	**NA**
The director evaluates the effectiveness all pupil services programs and services.	☐	☐	☐	☐	☐
The director collects and maintains relevant data to evaluate program outcomes.	☐	☐	☐	☐	☐
The director modifies programs and services in response to program outcomes.	☐	☐	☐	☐	☐
Comments:					

Employee Comments:

Evaluator Comments:

Signatures:

_____   _____

                             Pupil Services Director   **Date**

_____   _____

                                     Evaluator   **Date**

Dolgeville Central School School Speech Language Pathologist (SLP)

Name:	Evaluator:
School:	School Year:

Rating Guide				
H - Highly Effective	E – Effective	D - Developing	I - Ineffective	NA – Not Applicable

Performance Standard One: Foundation					
A. **Purpose: SLP program has clear vision and mission, and related goals and objectives.**	H	E	D	I	NA
The SLP clearly address the needs of *all* students.	☐	☐	☐	☐	☐
The SLP's vision and mission statements complement the vision and mission of the school district.	☐	☐	☐	☐	☐
Goals and measurable objectives are derived from the vision and mission.	☐	☐	☐	☐	☐
Vision, mission, goals, and objectives are consistent with the ethical codes and professional practice standards of the American Speech-Language Association (ASHA).	☐	☐	☐	☐	☐
Vision and mission support a full range of services that include prevention, assessment, intervention, consultation and evaluation of student outcomes.	☐	☐	☐	☐	☐
Vision and mission communicate clear expectations for collaboration among pupil services disciplines and with other professionals.	☐	☐	☐	☐	☐
Comments:					
B. **Program Development: The school speech and language pathologist (SLP) develops programs that meet the identified needs of students, families, and school personnel.**	H	E	D	I	NA
The SLP identifies program and service needs in collaboration with stakeholders.	☐	☐	☐	☐	☐
Speech and language programs are developed in accordance with current professional standards of practice in speech and language pathology and legal mandates.	☐	☐	☐	☐	☐
The SLP plans, develops, and evaluates school speech and language programs in collaboration with stakeholders.	☐	☐	☐	☐	☐
The SLP participates in the development, implementation, and evaluation of districtwide initiates and programs.	☐	☐	☐	☐	☐
Comments:					
C. **Policies and Procedures: The school speech and language program maintains written policies and procedures to ensure quality of services and districtwide uniformity.**	H	E	D	I	NA
Policies and procedures are consistent with the program's and district's vision, mission, goals, and objectives.	☐	☐	☐	☐	☐
Policies and procedures are consistent with ASHA's ethical codes.	☐	☐	☐	☐	☐
Policies and procedures reflect current professional standards of practice of ASHA.	☐	☐	☐	☐	☐
The SLP assists in development, review, and revision of policies and procedures, as necessary.	☐	☐	☐	☐	☐
The SLP exercises appropriate professional judgment and autonomy in delivering services.	☐	☐	☐	☐	☐
Policies and procedures ensure effective response to individual and school-wide crisis situations.	☐	☐	☐	☐	☐
Policies and procedures require the SLP's compliance with universal precautions and other applicable health and safety standards.	☐	☐	☐	☐	☐
The SLP receives orientation and regular updates on policies and procedures.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Two: Student Services					
A. **Prevention: The SLP delivers effective prevention programs and services.**	H	E	D	I	NA
The SLP collaborates with others to develop, promote, and implement prevention programs and services.	☐	☐	☐	☐	☐
The SLP supports, and when appropriate, provides leadership for community and school programs that promote wellness, reduce risky behaviors, and improve school climate.	☐	☐	☐	☐	☐
The SLP serves as a prevention role model.	☐	☐	☐	☐	☐

	H	E	D	I	NA
The SLP disseminates information about risk factors associated with communication impairments as well as practices and behaviors that promote educational success.	☐	☐	☐	☐	☐
The SLP collaborates with other school personnel, families, and community agencies to monitor the development and educational progress of students exposed to risk factors.	☐	☐	☐	☐	☐
Comments:					
B. Curriculum: The SLP coordinates speech and language services with the school curriculum.	**H**	**E**	**D**	**I**	**NA**
The SLP keeps abreast of current and relevant curriculum issues and initiatives.	☐	☐	☐	☐	☐
The SLP is knowledgeable of the district's and school's curriculum.	☐	☐	☐	☐	☐
The SLP ensures that student services are coordinated and, whenever possible, integrated with curriculum content.	☐	☐	☐	☐	☐
The SLP participates in the selection, development, delivery, and evaluation of curriculum.	☐	☐	☐	☐	☐
Comments:					
C. Screening and Assessment: The SLP delivers effective screening and assessment services.	**H**	**E**	**D**	**I**	**NA**
Screening programs are designed to ensure coordination of program components (planning, training, timing/scheduling, implementation, referrals, follow through, recordkeeping)	☐	☐	☐	☐	☐
Screening programs are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	☐	☐	☐	☐	☐
The SLP collaborates in the development, implementation, and evaluation of screening programs and other relevant school screening programs (kindergarten screening, for example)	☐	☐	☐	☐	☐
The SLP communicates with families to provide advanced notice of screening activities, to provide note of findings requiring further action, and to ascertain the status of referrals.	☐	☐	☐	☐	☐
Assessments are conducted for a variety of reasons (program eligibility, determining service needs, monitoring student progress, program evaluation, research).	☐	☐	☐	☐	☐
The SLP collaborates, as appropriate, with school personnel, students, families and outside providers in planning student assessments.	☐	☐	☐	☐	☐
The SLP obtains informed written parental consent to conduct individual speech and language evaluations.	☐	☐	☐	☐	☐
The SLP selects speech and language assessment instruments and procedures on the basis of individual children's needs and presenting problems.	☐	☐	☐	☐	☐
The SLP conducts multiple speech and language assessments, both informal (interviews, observations, rating scales) and formal (standardized).	☐	☐	☐	☐	☐
In conducting speech and language assessments, interpreting results, and making recommendations, the SLP considers factors such as cultural and language background, educational experience, family priorities, and health status.	☐	☐	☐	☐	☐
The SLP reports assessment results both orally and in writing in a manner that promotes appropriate understanding and use, and is consistent with confidentiality requirements.	☐	☐	☐	☐	☐
The SLP writes formal assessment reports that specify sources of information, results, interpretations, and recommendations.	☐	☐	☐	☐	☐
The SLP conducts evaluations in a timely manner.	☐	☐	☐	☐	☐
Comments:					
D. Intervention: The SLP delivers a continuum of effective speech and language intervention services from early intervention through crisis response.	**H**	**E**	**D**	**I**	**NA**
Intervention activities are conducted according to current professional standards of practice, school district policies and procedures, and legal mandates.	☐	☐	☐	☐	☐
The SLP provides comprehensive service delivery by using a variety of intervention approaches, including both indirect services (parent counseling and education, staff training and consultation, monitoring student status) and direct services (whole class communication programs, individual and small group interventions).	☐	☐	☐	☐	☐
The SLP collaborates with school personnel, students, families, and community providers to develop measurable goals and objectives for each student receiving speech and language services.	☐	☐	☐	☐	☐
Goals and objectives are based on assessment and reassessment results.	☐	☐	☐	☐	☐
Goals and objectives are educationally relevant, developmentally appropriate, and sensitive to the child's and family's social, cultural, and linguistic background.	☐	☐	☐	☐	☐

	H	E	D	I	NA
Strategies, techniques, and materials are selected to support goals and objectives.	☐	☐	☐	☐	☐
Comments:					
E. Promoting Student Independence and Self-Advocacy : The SLP assists students in monitoring and directing their personal development and capabilities.	**H**	**E**	**D**	**I**	**NA**
The SLP extends services to students in ways that build on their individual strengths and offer them maximum opportunity to participate in the planning and direction of their own learning.	☐	☐	☐	☐	☐
The SLP uses developmentally appropriate practices to assist students in formulating personal goals and future plans.	☐	☐	☐	☐	☐
Comments:					
F. Referral and Liaison Activities: The SLP delivers effective referral and liaison services.	**H**	**E**	**D**	**I**	**NA**
The SLP keeps abreast of current outside services and other resources.	☐	☐	☐	☐	☐
The SLP keeps families of school children informed of outside resources and helps families access them independently.	☐	☐	☐	☐	☐
The SLP makes appropriate referrals to other professionals/agencies for evaluation of services and ensures follow-up.	☐	☐	☐	☐	☐
The SLP fulfills a liaison role with outside service providers.	☐	☐	☐	☐	☐
Comments:					
G. Collaboration: The SLP collaborates and consults with others to provide effective and efficient services.	**H**	**E**	**D**	**I**	**NA**
The SLP respects the contributions of all members of school teams (CSE, 504, child study) and considers the input and recommendations of all team members in making decisions.	☐	☐	☐	☐	☐
The SLP provides consultant services to parents, students, school personnel, and other professionals.	☐	☐	☐	☐	☐
The SLP seeks appropriate consultation to better meet student and family needs.	☐	☐	☐	☐	☐
Comments:					
H. Evaluation of Student Outcomes	**H**	**E**	**D**	**I**	**NA**
The SLP collects and maintains relevant data to evaluate student outcomes.	☐	☐	☐	☐	☐
The SLP monitors student progress to determine the efficacy of indirect and direct speech and language interventions.	☐	☐	☐	☐	☐
The SLP revises speech and language interventions on the basis of evaluations of student outcomes.	☐	☐	☐	☐	☐
Comments:					

Performance Standard Three: Systems Operations					
A. Organization and Management: The speech and language program is organized and managed in a manner conducive to effective delivery of services and to continuous improvement.	**H**	**E**	**D**	**I**	**NA**
The SLP maintains systematic records.	☐	☐	☐	☐	☐
The SLP regularly attends scheduled building, department, and discipline-specific staff meetings.	☐	☐	☐	☐	☐
Comments:					
B. Professional Roles and Responsibilities: The SLP assumes roles and responsibilities that optimize their contributions to the education of students.	**H**	**E**	**D**	**I**	**NA**
The SLP interprets his/her roles to school personnel so that their professional knowledge and competencies are understood, respected, and effectively used.	☐	☐	☐	☐	☐
The SLP only provides services within the limits of their individual preparation and expertise. In order to provide services in other areas, they acquire the requisite competencies through additional education (coursework, in-service training, supervised practice).	☐	☐	☐	☐	☐
The SLP facilitates student achievement by sharing his/her perspectives and expertise with staff and parents.	☐	☐	☐	☐	☐
The SLP helps families to understand and participate in the communication process between home and school and to access school system resources.	☐	☐	☐	☐	☐
The SLP serves as both member and leader of interdisciplinary teams.	☐	☐	☐	☐	☐
The SLP assumes responsibility for his/her continued learning.	☐	☐	☐	☐	☐

	H	E	D	I	NA
The SLP maintains his/her New York State license and certification and ASHA certification, and meets continuing education requirements.	☐	☐	☐	☐	☐
Comments:					
C. Student Records: The SLP maintains student information and documents student services in a manner that meets the needs and protects the rights of students and families.	**H**	**E**	**D**	**I**	**NA**
The SLP maintains student education records that meet current legal mandates and professional standards of practice.	☐	☐	☐	☐	☐
The SLP limits school personnel access to student education records to those with a legitimate educational interest.	☐	☐	☐	☐	☐
The SLP is cognizant of the rights of parents and eligible students to inspect and review a student's education records, seek amendment of records, and consent to disclosures of personally identifiable information under FERPA.	☐	☐	☐	☐	☐
Procedures for the retention and destruction of students speech and language records meet federal and state mandates.	☐	☐	☐	☐	☐
Comments:					
D. Confidentiality: SLP services are delivered in a manner that respects student confidentiality.	**H**	**E**	**D**	**I**	**NA**
The SLP's confidentiality procedures are consistent with ASHA standards of practice and code of ethics, as well as applicable federal and state guidelines.	☐	☐	☐	☐	☐
The SLP receives annual training regarding confidentiality.	☐	☐	☐	☐	☐
The SLP follows legal and professional standards for obtaining informed consent to share student and family information with outside parties.	☐	☐	☐	☐	☐
The SLP shares information among school personnel only as needed for the benefit of the student.	☐	☐	☐	☐	☐
Comments:					
E. Program Accountability: Accountability procedures ensure the maintenance of high-quality programs and services.	**H**	**E**	**D**	**I**	**NA**
The SLP evaluates the effectiveness of its programs and services.	☐	☐	☐	☐	☐
The SLP collects and maintains relevant data to evaluate program outcomes.	☐	☐	☐	☐	☐
The SLP modifies programs and services in response to program outcomes.	☐	☐	☐	☐	☐
Comments:					

Employee Comments:

Evaluator Comments:

Signatures:

_____   _____
                    School Speech/Language Pathologist   Date

_____   _____
                                    Evaluator   Date

Dolgeville Central School
School Business Administrator Professional Performance Evaluation

Administrator's Name:	Position:
Evaluator's Name:	Position:
Tenure Status:	Evaluation Date:

Rating Scale				
H – Highly Effective Level of performance exceeds job responsibility and standards of the district.	**E – Effective** Completes job responsibilities; performance level meets standards of the district.	**D – Developing** Partial completion of job responsibilities. Level of performance requires improvement to meet district standards.	**I – Ineffective** Fails to complete job responsibilities. Level of performance is frequently unacceptable/inconsistent with district standards.	**N – Not Applicable** Does not apply or insufficient information exists to evaluate.

General Administrative and Professional Responsibilities	H	E	D	I	N
Accepts administrative decisions and works toward district-wide goals.	☐	☐	☐	☐	☐
Interprets accurately and enforces the school district's policies and regulations.	☐	☐	☐	☐	☐
Is willing to give services beyond general requirements.	☐	☐	☐	☐	☐
Assumes effective leadership for the overall morale of the school district.	☐	☐	☐	☐	☐
Effectively delegates responsibility and authority and organizes subordinates for maximum efficiency and effectiveness.	☐	☐	☐	☐	☐
Is flexible in administrative decisions and in relations with individuals (students-parents-teachers).	☐	☐	☐	☐	☐
Is wiling to make decisions which may be unpopular, yet may be best for the overall program.	☐	☐	☐	☐	☐
Insures effective communication and articulation between other schools and/or departments in the school district.	☐	☐	☐	☐	☐
Effectively communicates pertinent information to employees and to students.	☐	☐	☐	☐	☐
Maintains and promptly submits accurate, complete, reliable, objective reports, records, and proposals.	☐	☐	☐	☐	☐
Evaluates all non-instructional employees fairly.	☐	☐	☐	☐	☐
Constructively interprets the school program and the policies and regulations to the community.	☐	☐	☐	☐	☐
Is regular in attendance at scheduled meetings where presence is expected.	☐	☐	☐	☐	☐
Is professionally ethical in all relationships and encourages good professional ethics in others.	☐	☐	☐	☐	☐
Recognizes authority and follows established chains of command.	☐	☐	☐	☐	☐
Solves crises with a minimum of recurring problems.	☐	☐	☐	☐	☐
Reviews, prepares, and maintains records and reports as required by law, policy, and/or procedure.	☐	☐	☐	☐	☐
Makes effective use of supportive personnel and resources.	☐	☐	☐	☐	☐
Maintains relevant skills and knowledge in school law, finance, curriculum improvement, and other administrative responsibilities.	☐	☐	☐	☐	☐
Comments:					

Management of Facilities	H	E	D	I	N
School office has a congenial and friendly atmosphere.	☐	☐	☐	☐	☐
Plans for the efficient operations of the school.	☐	☐	☐	☐	☐
Encourages students and employees to show pride in their building and grounds.	☐	☐	☐	☐	☐
Shows leadership in economical use of materials and supplies.	☐	☐	☐	☐	☐
Makes efficient use of available space and facilities.	☐	☐	☐	☐	☐
Schedules and monitors activities of custodial maintenance staff.	☐	☐	☐	☐	☐
Systematically supervises and evaluates staff utilization of supplies and care of equipment and facilities.	☐	☐	☐	☐	☐
Maintains inventories of property and equipment.	☐	☐	☐	☐	☐

	H	E	D	I	N
Regulates the use of the school by community groups in conformation with policies and regulations.	☐	☐	☐	☐	☐
Assists in preparing and updating the five-year long-range building plan.	☐	☐	☐	☐	☐
Comments:					

Personnel Administration	H	E	D	I	N
Treats all staff members fairly and with respect.	☐	☐	☐	☐	☐
Staff members feel free to approach personnel on any matter of concern.	☐	☐	☐	☐	☐
Praises in general, and in particular, those departments and staff members whose performance has been outstanding.	☐	☐	☐	☐	☐
Admonishes privately those staff members whose performance is not acceptable.	☐	☐	☐	☐	☐
Uses discretion and consideration in speaking of the district and colleagues.	☐	☐	☐	☐	☐
Assumes leadership in solving school, department, and district problems.	☐	☐	☐	☐	☐
Encourages and conducts in-service activities for the professional growth and development of school personnel.	☐	☐	☐	☐	☐
Coordinates the organizational functions and assigns job-related tasks to school personnel for maximum effectiveness.	☐	☐	☐	☐	☐
Involves personnel in program planning for annual budget needs.	☐	☐	☐	☐	☐
Follows and implements district staff evaluation systems.	☐	☐	☐	☐	☐
Is responsive to complaints.	☐	☐	☐	☐	☐
Creates an open district organization climate conducive to free exchange of ideas, resulting in high morale.	☐	☐	☐	☐	☐
Has a thorough knowledge of the school staff and each member's individual strengths and weaknesses.	☐	☐	☐	☐	☐
Promptly relays administrative messages to staff.	☐	☐	☐	☐	☐
Maintains effective discipline among staff.	☐	☐	☐	☐	☐
Recommends employment/dismissal of non-instructional employees.	☐	☐	☐	☐	☐
Comments:					

School/Community Relations	H	E	D	I	N
Maintains close contact with the community and public in evaluating and planning objectives of the school program.	☐	☐	☐	☐	☐
Constructively interprets educational policies and programs to the public and provides them with an opportunity to react.	☐	☐	☐	☐	☐
Promotes constructive relationships between the school district and the community.	☐	☐	☐	☐	☐
Keeps the community informed concerning the district's programs.	☐	☐	☐	☐	☐
Insures that office and other personnel are friendly, polite, and helpful, and insures that office personnel exhibit courteous and efficient telephone manners.	☐	☐	☐	☐	☐
Is readily available to parents, students, teachers, and the general public.	☐	☐	☐	☐	☐
Is tactful, prompt, and courteous in dealing with parents, other citizens, students, and teachers.	☐	☐	☐	☐	☐
Effectively handles complaints from citizens, students, and teachers.	☐	☐	☐	☐	☐
Comments:					

Business/Financial Management	H	E	D	I	N
Demonstrates competence in the management and control of the overall school program budget, including student activity funds.	☐	☐	☐	☐	☐
Provides adequate instructional materials and equipment within budget limitations as based on student needs.	☐	☐	☐	☐	☐
Exhibits an awareness of program needs in assessing instructional and building priorities in development of fiscal budgets.	☐	☐	☐	☐	☐
Provides for the care and security of instructional materials and equipment.	☐	☐	☐	☐	☐
Prepares, in detail, the annual budget.	☐	☐	☐	☐	☐
Issues periodical financial statements to the superintendent and Board.	☐	☐	☐	☐	☐

	H	E	D	I	N
Prepares specifications and quotation/bid calls.	☐	☐	☐	☐	☐
Maintains accurate financial records.	☐	☐	☐	☐	☐
Supervises accounting of all student activity funds and accounts and prepares periodic reports to the superintendent and Board.	☐	☐	☐	☐	☐
Analyzes and administers school insurance programs.	☐	☐	☐	☐	☐
Efficiently and effectively supervises purchasing and disbursing school supplies and equipment.	☐	☐	☐	☐	☐
Maintains inventories of district property, textbooks, supplies, and equipment.	☐	☐	☐	☐	☐
Maintains all necessary cafeteria records and accounts.	☐	☐	☐	☐	☐
Comments:					

General Personal and Professional Traits	H	E	D	I	N
Accepts constructive criticism profitably.	☐	☐	☐	☐	☐
Maintains enthusiasm for the job.	☐	☐	☐	☐	☐
Accepts administrative decisions and works enthusiastically toward achieving goals, even when not in conformance with personal opinion.	☐	☐	☐	☐	☐
Works effectively with others by exhibiting patience, tact, kindness, courtesy, understanding, open-mindedness, and flexibility in dealing with problems, both student and adult.	☐	☐	☐	☐	☐
Is professional and discreet in discussing all school business and personnel.	☐	☐	☐	☐	☐
Demonstrates emotional and mental maturity.	☐	☐	☐	☐	☐
Continues professional growth through steady attendance at appropriate conferences and through professional memberships.	☐	☐	☐	☐	☐
Is firm and decisive, but not rigid nor antagonistic.	☐	☐	☐	☐	☐
Is prompt and accurate in completing all assignments.	☐	☐	☐	☐	☐
Adjusts to change in procedure effectively and is receptive to new ideas.	☐	☐	☐	☐	☐
Is responsible and dependable.	☐	☐	☐	☐	☐
Comments:					

General Evaluator Comments:

General Employee Comments:

Signatures:

_____   _____
             School Business Administrator   **Date**

_____   _____
                     Superintendent   **Date**

Dolgeville Central School
Athletic Director Evaluation

Athletic Director's Name:	Evaluation Date:
Evaluator's Name:	Position:

Rating Scale				
H – Highly Effective	E – Effective	D – Developing	I – Ineffective	N – Not Applicable

Performance Area One: Athletic Schedules and Calendars	H	E	D	I	N
Coordinates and schedules practice dates, times, and spaces.	☐	☐	☐	☐	☐
Coordinates and schedules athletic competitions.	☐	☐	☐	☐	☐
Coordinates transportation to/from practices and competitions.	☐	☐	☐	☐	☐
Coordinates officials for competitions.	☐	☐	☐	☐	☐
Maintains up-to-date practice and competition schedules.	☐	☐	☐	☐	☐
Coordinates the athletic calendar with the academic and extracurricular calendars to avoid scheduling conflicts, as much as possible.	☐	☐	☐	☐	☐
Coordinates with the superintendent and building administrators to ensure AD or administrative coverage of all athletic competitions.	☐	☐	☐	☐	☐
Comments:					

Performance Area Two: Personnel and Supervision	H	E	D	I	N
Supervises and evaluates all coaches in writing at least once per athletic season.	☐	☐	☐	☐	☐
Makes recommendations to the superintendent of schools regarding hiring of coaches and coaching assignments.	☐	☐	☐	☐	☐
Ensures that all coaches are appropriately certified/licensed.	☐	☐	☐	☐	☐
Ensures that all coaches have up-to-date certifications in First Aid and CPR.	☐	☐	☐	☐	☐
Finds and recommends appropriate professional development opportunities for coaches.	☐	☐	☐	☐	☐
Immediately reports any problems with coaches to the school superintendent, verbally or via e-mail.	☐	☐	☐	☐	☐
Comments:					

Performance Area Three: Facilities, Finances, and Inventory	H	E	D	I	N
Continuously monitors fields, gyms, and locker rooms to determine any unsafe conditions, and reports those conditions to the appropriate personnel.	☐	☐	☐	☐	☐
Prepares the athletic department budget annually in accordance with Board of Education guidelines and the district budget calendar.	☐	☐	☐	☐	☐
Requisitions necessary athletic equipment, supplies, and uniforms.	☐	☐	☐	☐	☐
Coordinates an in/out system of checking equipment/supplies to ensure return and proper maintenance of athletic equipment/supplies.	☐	☐	☐	☐	☐
Maintains a complete athletic inventory for the overall athletic program, to be submitted to the superintendent's office by June 30th of each year.	☐	☐	☐	☐	☐
Oversees the maintenance and repair of athletic equipment, adhering to regulations for inspection, reconditioning, replacement, and repair.	☐	☐	☐	☐	☐
Authorizes, by signature, claim forms for payment of officials and chaperones.	☐	☐	☐	☐	☐
Comments:					

Performance Area Four: Community Relationships	H	E	D	I	N
Monitors and addresses student/parent/fan behavior at all athletic events.	☐	☐	☐	☐	☐
Facilitates meetings involving conflicts between students/parents/coaches.	☐	☐	☐	☐	☐
Establishes positive relationships with community youth sports organizations.	☐	☐	☐	☐	☐
Coordinates publicity regarding the school's athletic programs.	☐	☐	☐	☐	☐
Acts in a professional manner at all times with individuals outside of the school system.	☐	☐	☐	☐	☐
Comments:					

Performance Area Five: Athletic Regulations, Codes, and Policies	H	E	D	I	N
Serves on the District's Athletic Code of Conduct Committee.	☐	☐	☐	☐	☐
Demonstrates knowledge of the contents of the current New York State Public High School Athletic Association (NYSPHSAA) Handbook.	☐	☐	☐	☐	☐
Demonstrates knowledge of Section III rules, regulations, and policies.	☐	☐	☐	☐	☐
Enforces all aspects of the District Athletic Code, NYSPHAA Handbook, and Section III rules/regulations/policies fairly and without prejudice.	☐	☐	☐	☐	☐
Attends coaching, officials, and other meetings.	☐	☐	☐	☐	☐
Comments:					

Performance Area Six: Student Athletes and Parents	H	E	D	I	N
Holds pre-season meetings to communicate information about the season and ensure all student athletes and their parents are aware of the contents of the District Athletic Code of Conduct.	☐	☐	☐	☐	☐
Collects and keeps on file all student/parent consents and contracts for each season of competition.	☐	☐	☐	☐	☐
Collaborates with the school nurse to ensure the completion of medical forms/ exams for athletes, collection of insurance data, and collection of consent forms.	☐	☐	☐	☐	☐
Insures that incident reports are completed following any student athlete injury.	☐	☐	☐	☐	☐
Coordinates athletic trainer services for injured student athletes.	☐	☐	☐	☐	☐
Insures that protocol is followed before an injured/ill student athlete returns to practice and competition.	☐	☐	☐	☐	☐
Schedules meetings with parents and/or student athletes to hear their concerns related to athletic participation.	☐	☐	☐	☐	☐
Maintains confidentiality of all student athlete records.	☐	☐	☐	☐	☐
Immediately reports all problems relating to student athletes and/or their parents to the high school principal, verbally or via e-mail.	☐	☐	☐	☐	☐
Comments:					

Performance Area Seven: Personal Behavior, Attitudes, and Ethics	H	E	D	I	N
Exemplifies a positive attitude toward the overall athletic program.	☐	☐	☐	☐	☐
Models sportsmanship-like conduct at all athletic events.	☐	☐	☐	☐	☐
Fosters cooperation and esprit de corps among all coaches and athletes.	☐	☐	☐	☐	☐
Serves as a positive role model for students, demonstrating personal and professional integrity.	☐	☐	☐	☐	☐
Makes use of constructive criticism and avoids the use of sarcasm, undue criticism, and prejudicial/inappropriate language.	☐	☐	☐	☐	☐
Despite conflict with or criticism by others, remains poised and responds appropriately and respectfully.	☐	☐	☐	☐	☐
Comments:					

Athletic Director's Performance Goals for 2011-2012:
Goal One:
Goal Two:

Athletic Director's Self-Evaluation:

Signatures:

_____   _____

                       Athletic Director   **Date**

_____   _____

                       Superintendent   **Date**

<table>
<tr><td colspan="2" align="center">**Dolgeville Central School**
Coaching Evaluation Form</td></tr>
</table>

Coach's Name:	Sport:

Coaching Certification:
☐ Certified PE Teacher ☐ Other Certified Teacher with Coaching Certification
Temporary Coaching License: ☐ First ☐ Second ☐ Third ☐ Fourth ☐ Fifth
Professional Coaching License: ☐ First ☐ Renewal

Level of Play:	☐ Modified ☐ Junior Varsity ☐ Varsity
Athletic Director/Evaluator:	Evaluation Date:

Rating Scale				
H – Highly Effective	E – Effective	D – Developing	I – Ineffective	N – Not Applicable

Performance Area One: Communication	H	E	D	I	N
Communicates regularly, appropriately, and professionally with athletes and parents.	☐	☐	☐	☐	☐
Communicates regularly, appropriately, and professionally with other coaches, administration, the athletic director, and officials.	☐	☐	☐	☐	☐
Fosters accurate and balanced communication with members of the media.	☐	☐	☐	☐	☐
Demonstrates self-control and poise in all areas related to coaching responsibilities.	☐	☐	☐	☐	☐
Fosters an atmosphere for open dialogue with student athletes.	☐	☐	☐	☐	☐
Comments:					

Performance Area Two: Organized Athletic Environment	H	E	D	I	N
Systematically manages all required athletic equipment and uniforms.	☐	☐	☐	☐	☐
Cooperates with the athletic director by thoroughly completing responsibilities related to the coaching assignment in a timely manner.	☐	☐	☐	☐	☐
Comments:					

Performance Area Three: Sport-specific Knowledge	H	E	D	I	N
Is well-versed and knowledgeable in all matters pertaining to the specific sport.	☐	☐	☐	☐	☐
Abides by all district, conference, state, and national rules governing the sport.	☐	☐	☐	☐	☐
Stays current with modern trends, techniques, and strategies for the sport.	☐	☐	☐	☐	☐
Attends clinics and/or workshops related to the specific sport.	☐	☐	☐	☐	☐
Comments:					

Performance Area Four: Ethical Conduct	H	E	D	I	N
Maintains self-control in the competitive arena and is an example of sportsmanlike behavior.	☐	☐	☐	☐	☐
Treats all athletes with respect and encourages esprit de corps.	☐	☐	☐	☐	☐
Enforces all aspects of the District Athletic Code, conference, state, and national codes and rules fairly and without prejudice.	☐	☐	☐	☐	☐
Comments:					

Performance Area Five: Safety of Environment for Practices and Competition	H	E	D	I	N
Appropriately supervises students in locker rooms, practice areas, and playing fields, and on district transportation to/from practices and competitions.	☐	☐	☐	☐	☐
Organizes, supervises, coordinates, and evaluates practice sessions and related activities with attention to individual and group safety.	☐	☐	☐	☐	☐
Understands the potential for injury and follows protocols regarding participation, first aid, and treatment of injuries (including concussion management protocol).	☐	☐	☐	☐	☐
When necessary, engages athletic trainers or medical professionals to assess, diagnose, and/or treat injuries.	☐	☐	☐	☐	☐
Comments:					

Performance Area Six: Connections within the Athletic Community	H	E	D	I	N
Maintains positive rapport and working relationship with assistants.	☐	☐	☐	☐	☐
Demonstrates support for the district's entire athletic program.	☐	☐	☐	☐	☐
Is cooperative and collaborative with all district athletic coaches and staff.	☐	☐	☐	☐	☐
Comments:					

Overall Summary of Coaching Performance (Athletic Director Completes)	H	E	D	I	N
	☐	☐	☐	☐	☐

Coach's Performance Goals for 2011-2012 (Coach Completes)
Goal One:
Goal Two:

Coach's Reflection and Response (Coach Completes)

Signatures:
_____   _____
Coach   **Date**
_____   _____
Athletic Director/Evaluator   **Date**

Note: Two copies of the evaluation will be signed. One copy of the evaluation will be retained by the coach being evaluated. The other copy will be submitted to District Clerk Sandra Allen for placement in the coach's permanent file.

Dolgeville Central School Non-Instructional Employee Evaluation

Employee:	Position:
Evaluator:	Date:

First Year Employee Evaluation Dates: ☐ Eight Weeks ☐ End of Year
Other Employee Evaluations: ☐ Once Annually

Please check information which is applicable:

	Highly Effective	Effective	Developing	Ineffective
Quality of Work: accuracy, neatness, and thoroughness	☐	☐	☐	☐
Position Knowledge: know how and skills necessary to do the job	☐	☐	☐	☐
Resourcefulness: ability to grasp instructions and follow through, to solve non-routine or problem situations	☐	☐	☐	☐
Work Habits: initiative, organization, dependability, judgment	☐	☐	☐	☐
Personal Relationships: discretion, tact, self-control, friendliness	☐	☐	☐	☐
Attitude: toward work, fellow employees, new assignments, constructive criticism	☐	☐	☐	☐
Stability: ability to withstand pressure and to remain calm in crisis situations	☐	☐	☐	☐
Supervisory Skill: leadership, respect of subordinates (applies to supervisory positions only)	☐	☐	☐	☐
Attendance: absences, tardiness	☐	☐	☐	☐
Student Management: treats students fairly and with respect	☐	☐	☐	☐

Areas of Strength – Employee Comments:

Areas of Strength – Supervisor Comments:

Suggestions for Improvement – Employee Comments:

Suggestions for Improvement – Supervisor Comments:

Employee's Signature/Position:	Date:

Evaluator's Signature/Position:	Date:

DOLGEVILLE CENTRAL SCHOOL
Mentoring and Induction Plan, Policies, and Procedures
"One Key to a Successful Teaching Experience"
Revised Summer, 2014

Purpose

- Increase the comfort level and knowledge base of new teachers in the district
- Integrate new teachers into the learning community and provide sharing opportunities
- Provide support and practical help in the classroom (example: observations and team teaching)
- Ease the transition from teacher preparation to practice, thus increasing the retention of teachers in the school
- Increase the skills of new teachers, and in turn, improve student achievement in accordance with State Learning Standards

Mentor Qualifications

- Tenured teacher/Permanently certified. Non-tenured teachers/not permanently certified only by approval of the committee. Mentor pairs that are funded through MTIP grant monies must share the same certification/license title area unless there are no suitable mentors available. A variance will be filed in this case.
- Currently employed full time in the district
- Demonstrates outstanding teaching skills, creativity and mastery of the subject matter they teach
- Good interpersonal relationship qualities
- Exhibits leadership qualities and enthusiasm for teaching
- Willingness to serve as a mentor

Selection/Pairing of Mentors

- The Superintendent will determine appropriate pairings of mentors and mentees. The district mentor coordinator will be consulted for input.
- List of mentors previously trained and identified as qualified.
- The building principal will oversee the process in each building
- Adjustments and changes can be made to the pairing by mutual consent. This change will be made by the building principal and/or the committee.
- Teachers in need of additional support may require extended mentoring time.
- Extended mentoring/induction time is available to all new teachers at the recommendation of the mentor and discretion of the building principals.

Role of Mentors

- Regulatory Mandate - Role of mentor is to provide guidance and support to the new teacher.
- Desired Effect of Regulation – to ease the transition into the practice of teaching and enhance their skills to improve student achievement.
- The mentor will act to orient the new teacher to the school culture and instructional practices employed by the district.
- The mentor will serve as a non-evaluative support structure for the new teacher and will facilitate in, not supplant, the teacher's performance of his/her duties.

Mentoring Activities

Regulatory Mandate – Teacher Mentoring Program may include specific types of mentoring activities, including but not limited to :
- **inducting the new teacher to the school culture**
- **orienting the new teacher to the policies and procedures of the school and the district as a whole**
- **modeling instruction for the new teacher**
- **observing instruction**
- **instructional planning with the new teacher**
- **peer coaching**
- **team teaching**
- **periodic meetings with Mentor Program Coordinator**

Mentors should –
- **share teaching and classroom management techniques**
- **facilitate interaction with colleagues**
- **assist new teachers with self-evaluation**

Mentor Training

Regulatory Mandate – The Teacher Mentoring Program must also provide instruction to mentors which will assist them in fulfilling their duties. Those activities include, but are not limited to:
- **the role and responsibilities of a mentor;**
- **time management methodology;**
- **knowledge and understanding of mentoring activities;**
- **knowledge and understanding of Max Thompson (Learning-Focused Strategies) and Harry Wong (The First Days of School). See appendix I for additional suggested readings; and**
- **knowledge, understanding, and personal implementation of the Learning-Focused model.**

Note: Mentoring activities can be used to fulfill continuing professional development requirements for maintenance of professional certification.

Mentor Training Activities

How	Time	Who
Initial Training session facilitated by District Mentor Program Coordinator BOCES/MRTC Workshops (if needed)	One day of mentor training and discussion of The First Days of School by Harry Wong	Experienced mentors or teachers • pre-K-grade 4 • grades 5-8 • grades 9-12

Time Allotment for Mentoring

Regulatory Mandate – The Teacher Mentoring Program must allocate an undefined period of time to the program, including but not limited to:
- **scheduling common planning sessions (if possible);**
- **releasing the mentor and new teacher from a portion of their instructional and/or non-instructional activities:**
    - **mentors and mentees will be released from instruction to meet with each other one day per quarter;**
    - **each mentor will be released from instruction two days during the school year to visit and observe the mentee's classroom and instruction;**
    - **each mentee will be released from instruction two days during the school year to visit and observe the mentor's or other master teacher's classroom and instruction;**
- **providing time for mentoring during Superintendent Conference days, before and after school days, and during summer orientation sessions;**

- **Mentors of first year teachers will receive a standard stipend of $500. Mentors for other teachers with individualized mentoring plans will receive a stipend of $250.**

*Release time is allowed for new teachers and assigned mentors to participate in activities such as classroom observations or attendance at workshops.

*Teachers requiring substitute teaching coverage will follow standard district procedures for securing a substitute teacher.

Other Requirements

Prohibited Use of Information Obtained by Mentor through Program
Regulatory Mandate – A school district is prohibited from using information obtained by a mentor through his/her interaction with a new teacher for evaluation or discipline of that teacher unless:
1)   withholding such information poses a danger to the life, health or safety of an individual, including students and staff
2)   the information indicates that the new teacher has been convicted of a crime or has committed an act which falls into question the teacher's moral character, or
3)   the school district has entered into a collective bargaining agreement that provides that the information obtained by the mentor through interaction with the new teacher while engaged in the mentoring activities of the program may be used for evaluating or disciplining the new teacher.

*New previously tenured teachers or experienced teachers coming into the district will work with the Mentor Program Coordinator to design an individualized mentor program plan tailored to meet their specific needs.
* Long term substitutes (more than 40 consecutive days) and mid-year replacements will need to be mentored through an individualized mentor plan.

Maintenance of Records Documenting Program Implementation
Regulatory Mandate – A school district is required to maintain documentation of the implementation of the mentoring program.
- **Use of Mentor/Teacher Program Log Sheet**
- **Mentor Program Coordinator will keep all documentation on file for seven(7) years post end of mentoring program**

Mentoring/Induction Program Structure

A. **Components of the Program**
- **One year program. A second year is possible for those teachers placed on a TIP.**
- **August orientation and bus trip within the school district followed with lunch and meeting with available school staff.**
- **Information on building/district policies and procedures.**
- **Training on special education documents (IEPs, 504 plans), referral to Child Study teams, and the legal issues specific to working with special education students.**
- **Listing of community events, businesses and restaurants.**

B. **Outline of Program Structure**

Year	Books	Summer	School Year	Release Time
Year 1 • **Mentees under this structure will be inexperienced/ first year teachers new to our district** • **Other mentees will formulate an**	**The First Days of School by Harry Wong** **Learning-Focused Strategies Notebook**	**Mentee –** **Six Days, including new teacher induction, Learning Focused Schools Training, Other Trainings, and Classroom Work Time**	**Mentee – All mentees will receive Learning Focused Strategies training.** **Mentor –In addition to release time afforded to them, they will work with their mentee on a regular**	**Mentor and Mentee: One day per quarter to meet.** **Mentor: Two days per year to observe the mentee's classroom and instruction.** **Mentee: Two days per year**

| individualized mentoring plan and may or may not fall under the standard Year One structure. | | Mentor – 1 day – covered under standard stipend | basis (appropriate to the mentee's individualized needs) to ensure a smooth transition to the practice of teaching.

Both mentors and mentees, regardless of plan format, will be required to attend periodic reflection meetings facilitated by the Mentor Program Coordinator | to observe the mentor's or other master teacher's classroom and instruction. |

- **Recognition for receiving tenure - certificate presented to mentee at time of tenure at Board of Education meeting.**

- *New previously tenured teachers or experienced teachers coming into the district will work with the Mentor Program Coordinator to design an individualized mentor program plan tailored to meet their specific needs.*

Mentor Teacher Program Log Sheet
(To be handed in to the mentor coordinator at each bi-monthly meeting)

Mentor:_____   **Mentee:_____**

Initials of Mentor/Mentee	Date of meeting	Length of meeting	Process Used (both mentor and mentee will need to initial the appropriate box)
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____
			☐ Meeting ☐ Visitation ☐ In-Service Training ☐ Other – Please specify: _____

Dolgeville Central School District
New Teacher/Mentor Teach Information Form

New Teacher Information	
Name:	**SSN (last 4 digits):**
Address:	
Home Phone:	**Cell Phone:**
Certification Area(s):	
Your signature below indicates that you have both received and read the policies and procedures of the DCS Mentor/Induction Program. It also indicates you willingness to participate in the program.	
_____ _____	
Signature **Date**	

Mentor Information	
Name:	**SSN (last 4 digits):**
Address:	
Home Phone:	**Cell Phone:**
Certification Area(s):	
Your signature below indicates that you have both received and read the policies and procedures of the DCS Mentor/Induction Program. It also indicates you willingness to participate in the program.	
_____ _____	
Signature **Date**	

Suggested Readings

Teaching Strategies and Practices

- *Classroom Instruction that Works* – **Robert Marzano, Debra Pickering, and Jane Pollock**
- *Classroom Management that Works* – **Robert Marzano, Jana Marzano, and Debra Pickering**
- *The Core Six Essential Strategies for Achieving Excellence in the Common Core* – **Silver, Dewing, and Perini**
- *Rigor Is Not a Four-Letter Word* – **Blackburn**
- *Rigor for Students with Special Needs* – **Blackburn and Witzel**
- *Big Skills for the Common Core* – **Huglemeyer and Benjamin**
- *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What You Can Do About It* – **Eric Jensen**
- *How Children Succeed: Grit, Curiosity, and the Hidden Power of Character* – **Paul Tough**
- *Failure is NOT an Option*: *6 Principles for Making Student Success the Only Option* – **Alan M. Blankstein**
- *Good to Great* – **Jim Collins**
- *Teach Like a Pirate* – **Dave Burgess**