

MEMORANDUM OF AGREEMENT

July 1, 2016 – June 30, 2017

It is agreed by and between the Hyde Park Central School District (hereinafter "District") and the Hyde Park Teachers' Association (hereinafter "the Association") to revise Article X of the Collective Bargaining agreement to incorporate the following Annual Professional Performance Review process pursuant to Education Law 3012-d.

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

"APPR"

Under Education Law 3012-d, each teacher must receive an APPR resulting in a single composite effectiveness rating.

Annual Professional Performance Review ("APPR") supports the professional growth of our educators. A successful review system should provide timely feedback, an opportunity to acknowledge educators' strengths as well as their weaknesses and an opportunity for growth as an educator.

Under Education Law 3012-d, each teacher must receive an APPR resulting in rating of "highly effective," "effective," "developing," or "ineffective." The rating is based on two categories: the student performance category and the observation/school visit category. For those teachers required to have a student learning objective (SLO) or a "back-up" SLO for the student performance category, the District will abide by the New York State Education Department's Student Learning Objective Requirements pertaining to the decision making process, development of the SLO, and the determination of who is required to have an SLO.

Nothing in the agreement shall aggregate the collectively bargained rights of teachers, where applicable, or the rights of the HPCSD, its Board of Education and Superintendent of Schools to discontinue the employment of a probationary teacher in accordance with education law 3012 and 3031, or restrict or limit the discretion of the Superintendent of Schools or Board of Education in making a determination on the status of a probationary teacher and/or to deny tenure in compliance with the terms of the collective bargaining agreement and state law.

APPR **TRAINING OF EVALUATORS**

All Hyde Park evaluators will be trained as lead evaluators.

The District will ensure that all evaluators are properly trained and certified to complete an individual's performance review. Evaluator training will be conducted by appropriately qualified individuals. Evaluator training will be consistent with the recommended New York State Education Department ("NYSED") model certification process.

All evaluators shall be appropriately trained and certified by September 30th of each school year or thirty (30) days after appointment. Training will be completed prior to conducting any teacher evaluations.

Any evaluation or APPR rating that is determined in whole or in part to be conducted by an evaluator who is not trained and/or certified to conduct such an evaluation shall be deemed invalid and shall be expunged from the teacher's record, and will be inadmissible as evidence in any subsequent disciplinary proceeding.

The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the Commissioner's Regulations. The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

In addition, the District will establish a process to maintain over time in accordance with NYSED guidance and protocols recommended for training of evaluators. These protocols will include measures such as: data analysis, periodic comparisons of assessments, and/or annual calibration sessions across evaluators.

This training will be in keeping with SED Guidelines. The current Guidelines as of the 2015 - 2016 school year include the following Requirements for Evaluators:

- (1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable;
- (2) evidence-based observation techniques that are grounded in research;
- (3) application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart;
- (4) application and use of the *Marshall Teacher Evaluation Rubric (January 2014, Revised Edition)*, including training on the effective application of said *Marshall Rubric* to observe a teacher's practice;

- (5) application and use of any assessment tools that the district utilizes to evaluate its classroom teachers;
- (6) use of the statewide instructional reporting system;
- (7) the scoring methodology utilized by the department and/or the district to evaluate a teacher under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher's or principal's overall rating and their category ratings; and
- (8) specific considerations in evaluating teachers and principals of English language learners and students with disabilities.

Member TRAINING

All staff subject to the District APPR will be provided with training on the evaluation system, during the contractual day.

The training will include, but not be limited to: a review of the content and use of the evaluation system, the NYS teaching standards, reporting forms and the procedures to be followed consistent with the approved APPR process. With the exception of the 2015-2016 school year and New Teacher Orientation, of each school year, the District will post on its website the complete APPR package for all members to access by the first day of school. All training will be conducted prior to the implementation of the APPR process. Newly hired staff training will be conducted at the New Teacher Orientation or within twenty (20) school days of employment if hired after the New Teacher Orientation.

APPR DATA MANAGEMENT

The District will work with the NYSED to develop a process that aligns its data systems to ensure that the NYSED receives timely and accurate teacher, course and student "linkage" data, as well as a process for teacher verification and principal assurance of the courses and/or student rosters assigned to each teacher.

REPORTING INDIVIDUAL SUBCOMPONENT SCORES

The District shall be responsible for reporting to the SED the individual subcomponent scores and the single final composite effectiveness rating for covered teachers. The District shall do so in a format and timeline prescribed by the Commissioner. Covered teachers will be afforded the opportunity to verify the available data attributed to them before the last day of school via a written summative evaluation report.

Teachers are not responsible for discrepancies/errors caused by the transfer of information from the District's student management system to the State's data collection system.

SECURITY AND SCORING OF ASSESSMENTS

The District will ensure security measures for delivery, storage, and distribution of all state assessments. Principals will provide a complete, written review of the test administration procedures prior to each test administration with all faculty and staff involved with the testing administration and scoring.

In addition, the District will adhere to all of the procedures for assessment development, security, and scoring as indicated in the Commissioner's Regulations.

APPR RUBRIC

The APPR will utilize the Marshall Teacher Evaluation Rubric (January 2014 Revised Edition).

Single Composite Effectiveness Rating Matrix

Once the overall, weighted Student Performance and Teacher Observation/Principal School Visit Category ratings are determined, the overall rating determination for a teacher or principal shall be determined according to a methodology as follows:

MATRIX

		Observation/ School Visit			
Student Performance		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D	D	I	I

OBSERVATIONS Under 3012-d

The following procedures shall apply to the observation of those teachers who are subject to the requirements of 3012-d of the New York State Education Law.

One announced formal observation for all teachers which includes a face-to-face pre-observation conference and a face-to-face post-observation conference shall be conducted by a building principal or other administrator assigned to the building. An announced observation will be one period at the secondary level and at least 30 minutes at the elementary. Only domains A-D of the rubric will be used for the purpose of the announced observation. Indicators for which evidence was observed will be highlighted on the rubric and provided to teachers with a rating of 1-4 in each subdomain observed (see Attachment One). The face-to-face post-conference will occur within five (5) school days of the observation.

There will be two unannounced observations for all probationary teachers. One unannounced observation shall be conducted by a building principal assigned to the building or department director and one unannounced observation shall be conducted by an impartial independent trained evaluator. There will be one unannounced observation of all tenured teachers. For tenured teachers, the unannounced observation shall be conducted by an impartial independent trained evaluator.

All unannounced observations will be a minimum of 15 minutes in length.

Only domains B and C will be used for the purpose of the unannounced observations. Indicators for which evidence was observed will be highlighted on the rubric and provided to teachers with a rating of 1 - 4 for each subdomain observed and returned to teachers within ten (10) school

days of observation (see attachment 1).

OBSERVATIONS
Not Subject to 3012-d

School Psychologist/Social Worker/Guidance Counselor/Speech Therapist

One announced formal observation which includes a face-to-face pre-observation conference and a face-to-face post-observation conference shall be conducted by a building principal or director assigned to the building. (see attachments 8-11 and 8A-11A)

There will be two unannounced observations for all probationary members. There will be one unannounced observation of all tenured members. All unannounced observations will be a minimum of 15 minutes in length.

After receiving tenure in the District, these members can choose an alternate APPR following the guidelines set forth below.

Occupational Therapist/Physical Therapist

One announced formal observation which includes a face-to-face pre-observation conference and a face-to-face post-observation conference shall be conducted by a building principal or director assigned to the building. (see attachments 12 & 12 A)

There will be two unannounced observations during the first year. After year one, there will be one unannounced observation. All unannounced observations will be a minimum of 15 minutes in length.

After 2 full years in the District, an OT/PT member can choose an alternate APPR following the guidelines set forth below.

Alternate APPR for Members
Not Subject to 3012-d

Tenured members not subject to 3012-d in good standing can choose an alternate APPR option in place of the announced observation. A "member in good standing" is defined as any member

who does not have an active Teacher Improvement Plan, TIP.

Tenured members may choose an alternate APPR option for two years out of a three year cycle. There must be an announced observation one of the three years.

Alternate APPR - Procedures

- Part I – APPR Form must be submitted by October 1st, and returned to the member by the administrator within three (3) school days.
- Part II – This portion of the form must be submitted by October 20th, and returned to the member within five (5) school days.
- Part III – All APPR documentation may be submitted to the administrator upon completion but must be received no later than May 15th.
- In the event that a member is unable to complete an approved alternate APPR by May 15th, an announced observation will be completed by June 1st.
- APPR Options include:
 - Individual Professional Development Plan (A Completed Plan will be given six (6) professional development hours)
 - Group Professional Development Plan
 - Written Portfolio
 - Self-Review
 - Study Group
 - Video Taped Lesson/Project
 - Peer Collaboration
 - Action Research

TIPS

Not Subject to 3012-d

A member receiving a rating of ineffective in any category will work with the evaluator to develop a TIP.

A member receiving two consecutive announced observations indicating a rating of developing in the same category must demonstrate proficiency in that category by the third announced observation or a rating of ineffective will be indicated. This rating will result in a TIP.

Nurses

Nurses will receive one evaluation annually. (see attachment 13)

Written evaluation must be completed by building principal and ready for signature by May 15th. If a change in administrator needs to occur, the nurse will be notified prior to the evaluation. Nurses are required to return the signed observation within ten (10) school days after receipt. Evaluations that are not returned with signature by the end of the ten (10) day period will be placed in the nurses' file without their signature, accompanied by a note indicating that the evaluation was made available to the nurse but that the nurse failed to sign and return. (see attachment

Nurses have the option of submitting a written rebuttal within forty (40) school days of the of the evaluation date.

All Observations

All members will be notified of which administrator(s) will be conducting their observations by September 15th. If a change in administrator needs to occur, a member will be notified prior to their observations.

One observation will be conducted by January 31st and all observations done by May 15th. There will be a minimum period of two weeks between observations.

No observations will be conducted during the week of Thanksgiving, and the week prior to the winter and spring breaks.

All observations shall be conducted openly with full knowledge of the member. The use of recording devices or any other type of monitoring or surveillance device is strictly prohibited.

All announced observations require a face-to-face pre-conference at least 24 hours in advance and a post conference within five (5) school days of the observation.

For all unannounced observations, either party may request a face-to-face post-observation conference which must occur within five (5) school days of observation.

The written observation will be completed and ready for signature within a maximum of ten (10) school days from date of observation. Members who do not receive the written report by the end of the ten (10) day period are entitled to a completely new observation process of the

same type.

Members are required to return the signed observation within ten (10) school days after receipt. Evaluations that are not returned with signature by the end of the ten (10) day period will be placed in the member's file without their signature, accompanied by a note indicating that the evaluation was made available to the member but that the member failed to sign and return.

Members have the option of submitting a written rebuttal within forty (40) school days of the observation date.

The current list of sample pre-observation questions will be used as points for discussion during the pre-observation conference (see attachment 2). Members will not be required to turn in any written response.

A list of sample post-observation questions will be used as points for discussion during the post-observation conference (see attachment 3). Members will not be required to turn in any written response.

If an announced observation results in a rating of "Ineffective" or "Developing" in any domain, another observation of the same type will occur within sixty (60) calendar days. Up to two (2) "redo" observations will be done in a school year, with the highest rating counted toward the Teacher Observation Category of the Matrix.

If an unannounced observation results in a rating of "Ineffective" or "Developing" in any domain, another observation of the same type will occur within sixty (60) calendar days. One (1) "redo" observation per unannounced will be done in a school year with the highest rating counted toward the Teacher Observation Category of the Matrix.

All "re-do" observations will be completed by May 31st.

At the conclusion of the school year, only the highest rated announced observation and the highest rated unannounced observation(s) done for any reason, will count toward the HEDI rating.

For non-tenured teachers, the announced observation shall be weighted 80%. Each of the two unannounced observations shall be weighted 10% (see attachment 4).

For tenured teachers, the announced observation shall be weighted 80%. The unannounced observation shall be weighted 20% (see attachment 5).

In the event a teacher earns a score of 1 on all rated components of the rubric across all observations, a score of 0 will be assigned. The teacher's scores on the rubrics will be averaged and the teacher will be provided a cut score in accordance with the below table:

Overall Observation Category Score and Rating		
	Min	Max
H	3.5	4.0
E	2.5	3.49
D	1.5	2.49
I	0	1.49

This agreement will memorialize that walkthroughs are agreed to be no more than ten (10) minutes in length and non-evaluative. In addition, walkthroughs are not part of the APPR process.

All summative conferences must occur prior to the last day of school and must be a face-to-face meeting with the administrator. At this time, all teachers will be provided with a written summative form detailing the observation and SLO (non 4-8 ELA and Math) scores. Annual professional performance review for each educator must be completed and results provided to the educator by September 1st of the school year following the evaluation year (see Attachment 6).

All teachers who receive a growth score from the State shall have a face-to-face summative conference with the administrator no later than the fifth (5th) day after teachers report for the school year. Final rating documents shall be kept confidential and hand-delivered to each teacher during the face-to-face conference.

TEACHER IMPROVEMENT PLAN

Subject to 3012-d

If a teacher's performance is rated as "Ineffective" or "Developing" on the end of year summative evaluation, a Teacher Improvement Plan will be developed in consultation between the teacher, the evaluator, and the HPTA with final approval resting with the Superintendent. This should occur as soon as practicable, but in no case later than ten (10) school days after the date on which teachers are required to report for the start of the school year.. Union representation shall be afforded at the teacher's request. The Association president shall be timely informed whenever a teacher is placed on a TIP, and with the agreement of the teacher, shall be provided with a copy of the TIP. The parties understand and agree that the sole and exclusive purpose of a TIP is the improvement of teaching practice and that the issuance of a TIP is not a disciplinary action.

A Teacher Improvement Plan will clearly specify the following:

- **The area in need of improvement.**
- **The standard -based goals that a teacher must make progress toward attaining.**
- **Specific timeline for achieving improvement.**
- **Professional learning activities to support improvement.**
- **Artifacts needed to serve as benchmarks for improvement.**
- **The additional support and assistance that the educator will receive from administration.**
- **Where appropriate, differentiated activities to support improvement.**

TIP Form is attachment 7.

At the end of the first quarter, the teacher, evaluator, and an Association representative shall meet to assess the effectiveness and appropriateness of the TIP in assisting the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified, if need be, accordingly.

All costs associated with the implementation of a TIP including, but not limited to, tuition, fees, books and travel, shall be borne by the District in their entirety.

No disciplinary or denial of tenure predicated upon ineffective or developing performance shall be taken by the District against a teacher until a TIP has been fully implemented and its effectiveness in improving the teacher's performance has been evaluated.

APPEAL OF ANNUAL PROFESSIONAL PERFORMANCE REVIEW

A teacher may challenge the determination of the APPR pursuant of Section 3012-d of the Education Law. All "Developing" and "Ineffective" composite scores shall be subject to appeal by a tenured teacher. All "Ineffective" composite scores shall be subject to appeal by a non-tenured teacher. Such appeal will be based on substantive (content) and/or procedural violations of the APPR.

Appeal procedures should limit the scope of appeals under Education Law 3012-d to the following subjects:

- 1. The substance of the annual professional performance review; which shall include the instance of a teacher/principal rated Ineffective on the Student Performance Category but rated Highly Effective on the Observation/School Visit Category based on an anomaly, as determined locally.**
- 2. The school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law 3012-d and Subpart 30-3 of Commissioner's**

regulations:

- 3. The adherence to the Commissioner's regulations, as applicable to such reviews and compliance with any applicable locally negotiated procedures, as required under Education Law 3012-d; and**
- 4. The school district's issuance and/or implementation of the terms of the teacher improvement plan under Education Law 3012-d.**

The appeal must be submitted in writing to the Superintendent within fifteen (15) calendar days of receipt of the completed evaluation and/or TIP. Failure to appeal within this time frame shall be considered a waiver to the right to appeal.

The appeal must articulate the areas of disagreement over the performance review and/or the TIP, and must include any documents or materials relevant to the appeal.

Within five (5) calendar days of receipt of the appeal, the Evaluator must submit any relevant documentation and provide copies to the teacher.

Once this documentation is submitted, the teacher has five (5) calendar days to respond in writing.

Any documentation/material not submitted within this time frame will not be considered.

Unless mutually waived by the parties, a conference shall be required within fourteen (14) calendar days of the Superintendent's receipt of the appeal. A detailed written decision shall be rendered by the Superintendent within fourteen (14) calendar days of the conference. The Superintendent's decision shall address the reasons and factual basis for the determination found regarding the issues raised in the appeal.

If the appeal is sustained, the Superintendent shall modify the rating to reflect the result of the appeal. .

In the event a non-tenured or tenured teacher receives an "Ineffective" composite score, he/she may appeal the Superintendent's determination. The appeal shall be conducted by an arbitrator in accordance with the grievance provision set out in the teachers' collective bargaining agreement.

In the event that the District is preferring charges pursuant to 3020-a or 3020-b for pedagogical reasons after a tenured teacher has received two consecutive "Developing" composite scores, he/she may appeal directly to an arbitrator.

Arbitrators shall be mutually agreed upon by the HPTA and the District. If the parties are unable to agree on an arbitrator, a demand may be filed with AAA. The cost of the arbitration will be equally shared between the District and the HPTA.

The APPR, in its entirety, shall be subject to the collectively negotiated grievance procedure as specified in Article VI of the Parties Collective Bargaining Agreement.

The HPTA shall have rights of representation of unit members at all steps of the grievance procedure including charges brought under sections 3020-a or 3020-b of the Education Law.

Transitional Scores

1. For teachers who receive a State-provided growth score (i.e., grades 4-8 ELA and math teachers) the growth score shall be excluded from the scores and ratings used to calculate the transition score and rating.
2. For teachers who do not receive their own State-provided growth scores (e.g., grade 3 ELA and math teachers, 6-8 science and social studies teachers, etc.) the results of the grades 3-8 ELA and math State assessments and any State-provided growth scores must be excluded when calculating the transition score and rating. (see attachment 6A)

Student Performance

Additional understandings:

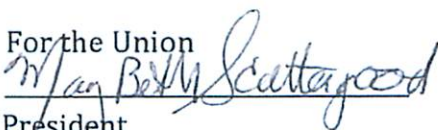
- Where applicable, approved college course assessments will be used for SLOs.
- Where applicable, approved county wide assessments will be used for SLOs.
- Beginning with the 2016-17 school year, the district will explore assessment options to be submitted to the State.
- The NWEA VARCC (value added research center composite) score will be used in the teacher rating for those using MAPS as SLOs.

In case the Commissioner's regulations or State Law is repealed or changed, the parties agree to reopen the agreement for the limited purpose of negotiating an alternative procedure.

SO AGREED, _____, 2016.

For the District

Superintendent of Schools

For the Union

President

Hyde Park Central School District Observation Form - 3012-d

Teacher's Name _____
School Year _____ Observation Date _____
Status ___ Tenured ___ Non-Tenured Year: _____
School _____ Subject Area _____
Evaluator _____ Position _____
Observation Type : ___ Announced (A-D) ___ Unannounced (B and C only)

RATINGS ON INDIVIDUAL RUBRICS:

- | | | |
|---|--|---------------------|
| A. Planning and Preparation for Learning | | Rating _____ |
| Highly Effective Effective Developing | | Ineffective |
| | | |
| B. Classroom Management | | Rating _____ |
| Highly Effective Effective Developing | | Ineffective |
| | | |
| C. Delivery of Instruction | | Rating _____ |
| Highly Effective Effective Developing | | Ineffective |
| | | |
| D. Monitoring, Assessment, and Follow-up: | | Rating _____ |
| Highly Effective Effective Developing | | Ineffective |

Overall Comments by Evaluator:

Hyde Park Central School District Suggested Optional Pre-Observation Questions

Teacher _____ Date of Pre-Observation Conference _____
Observer _____ Date of Observation _____
School _____ Room _____ Period/Time _____
Grade Level/Subject Area/Focus of Lesson _____

1. What are the main goals/objectives/learning targets for this lesson?

2. Which NYS CCL standards will be addressed or how does the lesson align with district curriculum?

3. How will you assess student achievement of these goals? (Describe the assessment process or attach a copy of an assessment tool.)

4. How is this lesson differentiated for the various ability levels, learning styles or interests in your classroom?

5. How does this lesson fit in with previous lessons and upcoming lessons in your unit plans?

6. What instructional strategies will you use to engage students in learning?

7. What instructional materials, handouts, or other resources will you use? (Describe or attach if possible.)

8. Is there any additional information you wish to share with the evaluator?

**Hyde Park Central School District
Sample Optional Post Observation Questions**

- 1. Did the students achieve the learning targets? How do you know?**
- 2. Did you alter my instruction or plans as I taught the lesson? If so, why?**
- 3. How does the outcome of this lesson impact your plans for future lessons?**
- 4. If you had the opportunity to do this lesson again, what would you do differently?**
- 5. What does some of the actual work done by students that pertains to this lesson look like?**

Hyde Park Central School District Professional Performance Review Summary

Teacher: _____

Academic Year: _____

Building: _____

Evaluator: _____

	Domain	Rating	Factor	Points	Rubric Score	
Announced	A		30			
	B		30			
	C		30			
	D		10			
			Subtotal		80%	

Unannounced	B		50			
	C		50			
			Subtotal		10%	

Unannounced	B		50			
	C		50			
			Subtotal		10%	

T

Total Rubric Score _____

Hyde Park Central School District Professional Performance Review Summary

Teacher: _____
Building: _____
Evaluator: _____

Academic Year: _____

	Domain	Rating	Factor	Points	Rubric Score	
Announced	A		30			
	B		30			
	C		30			
	D		10			
			Subtotal		80%	

Unannounced	B		50			
	C		50			
			Subtotal		20%	

Total Rubric Score _____

**Hyde Park Central School District
Annual Professional Performance Review Summary Sheet**

Teacher: _____

Evaluator: _____

Academic Year: _____

Student Performance Rating _____

Observation/School Visit Rating _____

Matrix Rating _____

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Hyde Park Central School District
Annual Professional Performance Review Summary Sheet
Teachers for Whom Student Growth Scores Are Not Applicable

Teacher: _____

Evaluator: _____

Academic Year: _____

Transition Score

20% Locally Selected Measures of Student Achievement _____/20 pts.

60% Teacher Practice _____/60 pts.

Total Transition Score _____/80 pts.

HEDI: 0-51 = Ineffective, 52-59 = Developing, 60-72 = Effective, 73-80 = Highly Effective

Teacher's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

Composite Score (For information purposes only):

20% Student Growth on State Assessments _____/20 pts.

20% Locally Selected Measures of Student Achievement _____/20 pts.

60% Teacher Practice _____/60 pts.

Total Composite Score _____/100 pts.

HEDI: 0-64 = Ineffective, 65-74 = Developing, 74-90 = Effective, 90-100 = Highly Effective

Hyde Park Central School District Teacher Improvement Plan (TIP)

Member's Name: _____

School: _____

Evaluating Administrator: _____

Assignment: _____

Initial Meeting Date: _____

- A. Area(s) of unsatisfactory performance:

- B. Specific goal(s) [language from proficient column of rubric]:

- C. Demonstration of improvement:

- D. Action Plan

Activity	Timeline (Including interim conference with evaluator)	Responsibility	Evidence	Date Completed	Initials Teacher/Admin.

Follow-up Pre-Observation Conference and Observation the week of: _____

Administrator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Assistant Superintendent for Instruction & Personnel _____

Date: _____

***After administrator and teacher sign and date, this document must be sent directly to the ASIP. Copies should be retained by the administrator and teacher.**

Copy to be forwarded to the HPTA President

**Hyde Park Central School District
Pre-Observation Questions
Guidance Counselor**

Counselor: _____

Date: _____

Observer: _____

Date of Observation: _____

School: _____

Period/Time: _____

1. What will be accomplished during this observation time?
2. Which of the New York State Comprehensive Development School Counseling Components (Counseling, Consultation, Collaboration, Development Counseling and Guidance Strategies) will be addressed?
3. What specific activities will take place?
4. What materials, handouts, or resources will you use for this activity?
(Describe and attach if possible)
5. Are there any specific circumstances of which the observer should be aware?

**HYDE PARK CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Guidance Counselor**

Counselor: _____ School: _____

Assignment: _____

Observer: _____ Date: _____

Announced Observation

Unannounced Observation

Pre-Observation Date: _____

Post Observation Date: _____

1) CONTENT KNOWLEDGE:

- Demonstrates a thorough knowledge of the subject matter and/or guidance curriculum

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

2) PREPARATION AND COORDINATION:

- Demonstrates organizational skills to provide relevant and supportive information and/or services to meet the needs of the students

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

3) COUNSELING SKILLS:

- Exhibits skills in individual and/or group counseling using knowledge of specific theories and psychosocial development

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

4) GUIDANCE SKILLS:

- Exhibits skills in educational and vocational counseling

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

5) CONSULTATION/COLLABORATION:

- Consults and works with parents, teachers, administrators and other community members to enhance their work with students

Highly Effective
 Effective
 Developing
 Ineffective

Supporting Evidence:

6) PROFESSIONALISM:

- Presents for students and staff a positive role model that supports the school community.

Highly Effective
 Effective
 Developing
 Ineffective

Supporting Evidence:

SUMMARY STATEMENT:

POST OBSERVATION COMMENTS:

DATE: _____

OBSERVER'S NAME: _____ **TITLE:** _____

OBSERVERS'S SIGNATURE: _____ **DATE:** _____

COUNSELOR'S NAME: _____

COUNSELOR'S SIGNATURE: _____ **DATE:** _____

FOR OFFICE USE ONLY:

Signed Original to ASIP's Office

Copies: (check as appropriate)

- Principal
- Guidance Counselor
- Director
- Other
- Personnel File

**Hyde Park Central School District
Pre-Observation Questions
School Psychologist**

School Psychologist: _____

Date: _____

Observer: _____

Date of Observation: _____

School: _____

Period/Time: _____

The activity or skill to be observed: (circle one)

Consultation

Counseling

Assessment

Intervention

Other

1. What will be accomplished during this observation time?

2. What specific activities will take place?

3. Are there any special circumstances of which the observer should be aware?

**HYDE PARK CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
School Psychologist**

Psychologist: _____ School: _____

Assignment: _____ Status _____

Observer: _____ Date: _____

Announced Observation

Unannounced Observation

Pre-Observation Date: _____ Post Observation Date: _____

The activity or skill to be observed will be selected from the following:

CONSULTATION: Consults and works with parents, teachers, administrators, and other community members to develop interventions aimed at enhancing student performance.

COUNSELING: Demonstrates and implements counseling techniques appropriate for the developmental level and needs of the student

ASSESSMENT: Demonstrates and implements appropriate assessment techniques designed to measure student cognition, learning and socio-emotional development

INTERVENTION: Develops and assists in implementing specific strategies to improve student performance, learning and adjustment

OTHER:

1) CONTENT KNOWLEDGE:

- Demonstrates a thorough knowledge of the subject matter and/or procedures associated with the activity being observed

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

2) PREPARATION:

- Demonstrates appropriate preparation employing the necessary practices to support the successful completion of the activity

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

3) INTERPERSONAL COMMUNICATION:

- Presents information in a clear and concise manner and involves all parties in the activity

Highly Effective Effective Developing Ineffective

Supporting Evidence:

4) PROFESSIONALISM:

- Presents for students and staff a positive role model that supports the school community.

Highly Effective Effective Developing Ineffective

Supporting Evidence:

SUMMARY STATEMENT:

POST OBSERVATION COMMENTS:

DATE: _____

OBSERVER'S NAME: _____ TITLE: _____

OBSERVERS'S SIGNATURE: _____ DATE: _____

PSYCHOLOGIST'S NAME: _____

PSYCHOLOGIST'S SIGNATURE: _____ DATE: _____

FOR OFFICE USE ONLY:

Signed Original to ASIP's Office

Copies: (check as appropriate)

- Principal
- Psychologist
- Director
- Other
- Personnel File

**HYDE PARK CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Social Worker**

Social Worker: _____ School: _____

Assignment: _____ Status: _____

Observer: _____ Date: _____

Announced Observation

Unannounced Observation

Pre-Observation Date: _____

Post Observation Date: _____

1) CONTENT KNOWLEDGE:

- Demonstrates a thorough knowledge of the subject matter

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

2) PREPARATION AND COORDINATION:

- Demonstrates organizational skills to provide relevant and supportive information and/or services to meet the needs of the students

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

3) COUNSELING SKILLS:

- Exhibits skills in individual and/or group counseling using knowledge of specific theories and psychosocial development

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

4) CONSULTATION/COLLABORATION:

- Consults and works with parents, teachers, administrators and other community members to enhance their work with students

Highly Effective Effective Developing Ineffective

Supporting Evidence:

5) PROFESSIONALISM:

- Presents for students and staff a positive role model that supports the school community.

Highly Effective Effective Developing Ineffective

Supporting Evidence:

SUMMARY STATEMENT:

POST OBSERVATION COMMENTS:

DATE: _____

OBSERVER'S NAME: _____ TITLE: _____

OBSERVERS'S SIGNATURE: _____ DATE: _____

COUNSELOR'S NAME: _____

COUNSELOR'S SIGNATURE: _____ DATE: _____

FOR OFFICE USE ONLY:

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Copies: (check as appropriate)

- Principal
- Social Worker
- Director
- Other
- Personnel File

**Hyde Park Central School District
Pre-Observation Questions
Speech/Language Therapist**

Therapist: _____

Date: _____

Observer: _____

Date of Observation: _____

School: _____

Period/Time: _____

1. What are the goals of this lesson?

2. How do these objectives align with the IEP goals? (IEP is aligned with NYS Standards)

3. What activities will take place?

4. What materials will be used?

5. Are there any special circumstances of which the observer should be aware?

6. How will you assess student achievement of the goals?

7. What would you like the observer to focus on in particular?

3) INSTRUCTION:

- **Utilizes a variety of materials for instruction, which are appropriate for the age, social and functional level**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

- **Adapts lessons to meet the needs of all students in the group**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

- **Utilizes effective behavior management techniques commensurate with student behavior**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

- **Gives clear directions and positive reinforcement when appropriate**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

- **Actively involves all students in the lesson**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

- **Relates lessons to stated goals and objectives**

Highly Effective Effective Developing Ineffective

Supporting Evidence:

SUMMARY STATEMENT:

POST OBSERVATION COMMENTS:

DATE: _____

EVALUATOR'S NAME: _____ TITLE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

THERAPIST'S NAME: _____

THERAPIST'S SIGNATURE: _____ DATE: _____

FOR OFFICE USE ONLY:

Signed Original to ASIP's Office

Copies: (check as appropriate)

- Principal
- Speech Therapist
- Director
- Other
- Personnel File

**HYDE PARK CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
Occupational Therapy & Physical Therapy**

Therapist: _____ School: _____

Assignment: _____

Observer: _____ Date: _____

Announced Observation

Unannounced Observation

Pre-Observation Date: _____

Post Observation Date: _____

1) REFERRALS/ASSESSMENTS:

- Demonstrates working knowledge of the laws and regulations governing the education of students with disabilities
- Utilizes appropriate battery of assessments
- Completes and files well written, easily understood evaluations and reports to CSE/504
- Interpreting test results to staff and parents in an appropriate manner
- Maintains confidentiality and models this for others

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

2) RESPONSIVENESS TO STUDENT NEEDS/INTERVENTION:

- Communication includes staff, parents and child exchanges regarding therapeutic needs
- Provides appropriate follow-up for students presenting with therapeutic needs within the educational setting
- Communicates classroom concerns to parents, staff and administration, as appropriate
- Assists in pre-referral intervention plans designed to maintain students within the general education program

Highly Effective

Effective

Developing

Ineffective

Supporting Evidence:

3) THERAPEUTIC SKILLS

- Maintains state standards in therapy practices
- Provides direct treatment as per IEP mandates, 504 mandates, and data team requests
- Manages intervention programs carried out by team members (such as adaptive equipment/positioning and/or sensory diet)
- Completes all screenings, using appropriate technology

Highly Effective Effective Developing Ineffective

Supporting Evidence:

4) CONSULTATION/EDUCATION:

- Provides informal/formal in-service education
- Assists in the formulation and/or modification of programs
- Provides information on architectural barriers, classroom modifications, and/or safety precautions

Highly Effective Effective Developing Ineffective

Supporting Evidence:

5) DIRECT TREATMENT:

- Relates treatment to goals and objectives
- Gives clear directions and positive reinforcement during treatment when appropriate
- Uses a variety of materials for treatment, which are appropriate for age, social and functioning level

Highly Effective Effective Developing Ineffective

Supporting Evidence:

6) PROFESSIONALISM:

- Displays a positive attitude toward work responsibilities and relationships with public, staff, and administration

- Maintains a professional demeanor
- Fulfills obligations to attend school and district meetings as requested

Highly Effective Effective Developing Ineffective

Supporting Evidence:

7) INTERPERSONAL SKILLS AND COMMUNICATIONS:

- Consistently develops relationships that build trust, support and collegiality
- Uses effective written and verbal communication skills
- Effectively communicates with children, parents, teachers and administration

Highly Effective Effective Developing Ineffective

Supporting Evidence:

SUMMARY STATEMENT:

POST OBSERVATION COMMENTS:

DATE: _____

EVALUATOR'S NAME: _____ **TITLE:** _____

EVALUATOR'S SIGNATURE: _____ **DATE:** _____

THERAPIST'S NAME: _____

THERAPIST'S SIGNATURE: _____ **DATE:** _____

FOR OFFICE USE ONLY:

Signed Original to ASPP's Office

Copies: (check as appropriate)

- Principal
- Director
- Therapist
- Other
- Personnel File

HYDE PARK CENTRAL SCHOOL DISTRICT
Annual Professional Performance Review
School Nurse

Nurse: _____ School: _____

Assignment: _____

Evaluator: _____ Date: _____

1) NURSING SKILLS:

- Maintains state and district standards in nursing practice
- Dispenses medications, observing all legal requirements
- Completes all screenings, using appropriate testing procedures

Highly Effective Effective Developing Ineffective

Supporting Evidence:

2) RESPONSIVENESS TO HEALTH NEEDS:

- Demonstrates responsiveness to student health needs
- Provides appropriate follow-up for students presenting with health problems
- Communicates attendance concerns to parents, staff and administration, as appropriate

Highly Effective Effective Developing Ineffective

Supporting Evidence:

3) JUDGEMENT AND CONFIDENTIALITY:

- Applies good judgment when assessing a situation and responds appropriately
- Handles emergencies professionally and follows district guidelines for communication and record keeping
- Maintains confidentiality and models this for others.

Highly Effective Effective Developing Ineffective

Supporting Evidence:

4) KNOWLEDGE:

- **Maintains current knowledge and competency in nursing practice**
- **Seeks opportunities to advance knowledge and skills**
- **Serves as a resource to staff, students, and parents on health related issues and programs**

Highly Effective **Effective** **Developing** **Ineffective**

Supporting Evidence:

5) ORGANIZATION OF STUDENT RECORDS AND HEALTH ROOM MANAGEMENT:

- **Maintains complete and accurate student health records**
- **Completes reports accurately and on time**
- **Establishes and maintains a list of students with special health needs**

Highly Effective **Effective** **Developing** **Ineffective**

Supporting Evidence:

6) PROFESSIONALISM:

- **Displays a positive attitude toward work responsibilities and relationships with public, staff, and administration**
- **Maintains a professional demeanor**
- **Fulfills obligations to attend school and district meetings as requested**

Highly Effective **Effective** **Developing** **Ineffective**

Supporting Evidence:

7) INTERPERSONAL SKILLS AND COMMUNICATIONS:

- **Consistently develops relationships that build trust, support and collegiality**
- **Uses effective written and verbal communication skills**
- **Effectively communicates with children, parents, teachers and administration**

Highly Effective **Effective** **Developing** **Ineffective**

Supporting Evidence:

SUMMARY STATEMENT:

POST EVALUATION COMMENTS:

DATE: _____

EVALUATOR'S NAME: _____ TITLE: _____

EVALUATOR'S SIGNATURE: _____ DATE: _____

NURSE'S NAME: _____

NURSE'S SIGNATURE: _____ DATE: _____

FOR OFFICE USE ONLY:

Signed Original to ASPP's Office

Copies: (check as appropriate)

- Principal
- Nurse
- Other
- Personnel File