

**ONC BOCES
ANNUAL PROFESSIONAL PERFORMANCE REVIEW**

**APPR CONFERENCE FORM
(For Counselors, HI, Psychologists, Science Enrichment, Speech, and VI)**

Content Knowledge of professional knowledge in respective discipline.	Meets Standard 2	Meets With Exception 1	Does Not Meet 0
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Understands fundamental principles and tenets in discipline. 2. Knows relevant special education classification and diagnostic categories. 3. Is aware of current ideas, theories, and hypotheses in discipline. 4. Knows current techniques, strategies, and best practices in discipline. 5. Knows current federal and state regulations as they relate to both general and special education. 6. Understands transition planning issues and CDOS standards (when appropriate). 7. Knows about government, private and community resources available for the enhancement of services to students and their families. 	<p>Comments:</p>		

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Preparation employing necessary clinical practice to support student development, progress and achievement.	Meets Standard 2	Meets With Exception 1	Does Not Meet 0

2: Meets Standard: Teacher demonstrates evidence of all descriptors for criteria

1: Meets Standard with Exceptions: Teacher demonstrates evidence of most descriptors

0: Does Not Meet Standard: A majority of the descriptors for criteria are not in evidence

* Evaluators may write NA (not applicable) next to any indicator that is not appropriate for the professional being evaluated.

Indicators:	Comments:
<ol style="list-style-type: none"> 1. Demonstrates clear purpose, goals and objectives. 2. Shows evidence of long range planning, providing continuity of evaluation and service over time. 3. Plans meaningful evaluation and counseling/intervention that supports high standards of care. 4. Organizes evaluation, counseling, and consultation sessions with meaningful activities and strategies. 5. Uses student data/progress/needs and evaluation information as a basis for planning. 6. Demonstrates flexibility in utilizing strategies and techniques to accommodate individual differences. 	

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<p>Service Delivery that results in active student, appropriate staff/ student interaction and meaningful plans that result in student learning/development.</p>	<p>Meets Standard 2</p>	<p>Meets With Exception 1</p>	<p>Does Not Meet 0</p>
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Selects/develops and implements intervention strategies for treatment of identified disabilities. 2. Selects/develops and uses appropriate intervention materials and instrumentation for treatment of identified disabilities. 3. Interprets and uses data to modify therapy, strategies, materials and/or instrumentation to meet the individual needs of students. 4. Engages students in problem solving, decision making, critical thinking, and creativity. 5. Utilizes individual and group service delivery as well as consultation to maximize student interaction and development. 6. Helps families and schools deal with crises. 	<p>Comments:</p>		

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<p>Management that demonstrates knowledge of individual classroom management strategies, and crisis management skills that creates an environment conducive to student learning.</p>	<p>Meets Standard 2</p>	<p>Meets With Exception 1</p>	<p>Does Not Meet 0</p>
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Establishes positive relationships with students, together with an environment of mutual respect and dignity. 2. Conveys clear behavioral expectations to students. 3. Demonstrates fairness and consistency in dealing with students. 4. Maintains a safe, healthy and orderly environment conducive to student learning and development. 5. Maintains a high level of student engagement. 6. Utilizes strategies to assist students in developing appropriate social skills, problem-solving skills and self-control/discipline. 7. Communicates high expectations for student achievement and progress. 8. Schedules and prioritizes direct and indirect service activities. 9. Complies with program administration and other regulatory policies such as required due process documentation, reports, service statistics and budget requests. 10. Uses local, state, national, and funding agency regulations to make decisions regarding service eligibility and, if applicable, third-party reimbursement. 11. Maintains well-organized and accurate student records. 12. Writes and submits reports in a timely fashion. 	<p>Comments:</p>		

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<p>Student Assessment techniques are based on accepted psychometric standards and current professional practice.</p>	<p style="text-align: center;">Meets Standard 2</p>	<p style="text-align: center;">Meets With Exception 1</p>	<p style="text-align: center;">Does Not Meet 0</p>
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Implements screening procedures. 2. Selects and implements evaluation procedures (non-standardized tests, behavioral observations, and standardized tests). 3. Adapts interviewing and testing procedures to meet individual student needs. 4. Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations. 5. Monitors student progress through the use of appropriate data collection systems. 6. Provides/modifies evaluation and counseling methods at the appropriate level for each student. 7. Encourages students to monitor and assess their own progress. 8. Utilizes a variety of assessment and evaluation procedures for individual students and groups of students. 9. Provides ongoing feedback to students. 10. Has an understanding of student diagnosis and the impact on learning. 	<p>Comments:</p>		

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<p>Student Development with an understanding and appreciation of diversity and the regular application of developmentally appropriate prevention and intervention strategies for the benefit of all students.</p>	<p>Meets Standard 2</p>	<p>Meets With Exception 1</p>	<p>Does Not Meet 0</p>
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Understands how students learn and develop. 2. Encourages students to challenge themselves in pursuit of excellence. 3. Recognizes, accommodates and promotes the uniqueness of individual students and the diversity of interests and abilities as a positive force in the school. 4. Utilizes a variety of strategies adapted to student developmental level and learning style. 	<p>Comments:</p>		

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<p>Collaboration and Professionalism that demonstrate effective relationships with students, parents, caregivers and other professionals to meet the needs of students.</p>	<p>Meets Standard 2</p>	<p>Meets With Exception 1</p>	<p>Does Not Meet 0</p>
<p>Descriptors:</p> <ol style="list-style-type: none"> 1. Demonstrates communication skills (including listening, speaking, non-verbal communication, and writing) that take into consideration the communication needs and the cultural values of the student, the family, caregivers, significant others, and other professionals. 2. Identifies and makes referrals to appropriate professionals on behalf of students for related services including audiological, educational, medical, psychological, social, and vocational, as appropriate. 3. Collaborates with other professionals in matters relevant to case management. 4. Provides information and supportive guidance regarding students' disabilities to staff, family, caregivers, and significant others. 5. Plans and implements educational programs for staff to facilitate acceptance and treatment of disabilities. 6. Promotes mutual respect between and among students and professionals. 7. Establishes and maintains open lines of communication with students, parents, colleagues, administrators, component school district personnel and community agencies concerning student progress while respecting confidentiality of those involved. 	<p>Comments:</p>		

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Collaboration and Professionalism that demonstrate effective relationships with students, parents, caregivers and other professionals to meet the needs of students.	Meets Standard 2	Meets With Exception 1	Does Not Meet 0
8. Demonstrates the ability to contribute and follow through on team decisions relative to student learning and social/emotional needs. 9. Utilizes the expertise of other professionals to benefit students. 10. Recognizes and supports BOCES' relationship to component schools and communities. 11. Promotes a professional image of the BOCES organization.			

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<p>Reflective and Responsive Practice that demonstrates that practice is reviewed, effectively assessed, and that appropriate adjustments are made on a continuing basis.</p>	<p>Meets Standard 2</p>	<p>Meets With Exception 1</p>	<p>Does Not Meet 0</p>
<p>Indicators:</p> <ol style="list-style-type: none"> 1. Establishes professional goals and pursues opportunities to grow professionally. 2. Demonstrates willingness to accept/seek/offer assistance or solutions to problems. 3. Adjusts professional practice in response to student performance and progress. 4. Critically evaluates materials, methods, strategies, and assessments and adjusts accordingly. 5. Consistently examines professional practice to ensure congruence with beliefs and BOCES' mission and goals. 6. Models professional behavior. 7. Participates in professional organizations and other professional/staff development activities. 	<p>Comments:</p>		

