



Professional Development Plan (PDP)

Annual Professional Performance Review (APPR)

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, Framework for Professional Development

2026-2027

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Committee Participants

Professional Development Plan (PDP) and Annual Professional Performance Review (APPR)

Participant	Title
Joseph Gilfus	Superintendent
Michelle Primeau	Jr. Sr. High School Principal
Timothy Barnes	Elementary Principal
Nadine Paul	Director of Pupil Personnel & Curriculum
Tammy Feldman	Elementary Teacher – Grades PK-4
Debra Snell	Elementary Teacher – Grade 6/Literacy
Frank Engle	Jr. Sr. High School Teacher – Grades 7-8
Brittney Link	Jr. Sr. High School Teacher
Daniel Zilkowski	Dean/Athletic Director
Ariana Marucci	DTA Co-President
Michelle Comstock	DTA Co-President
Scott Hongo	Board of Education President
Crystal Miller	Instructional Coach

Mentoring Plan Committee

Participant	Title
Joseph Gilfus	Superintendent/Learning-Focused Coordinator
Emily Farquhar	Mentor Program Coordinator and Elementary Teacher
Arianna Marucci	DTA Co-President
Michelle Comstock	DTA Co-President

District Demographic Information

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 176 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). As of July, 2011, the estimated enrollment was 882 students, grades K-12. In addition, the district serves an additional sixty preschool students through Universal PK and Head Start programs. The 2024-2025 School Report Card indicates that 72% of the students attending th DCSD are eligible for free/reduced lunch. The Report Card also indicates that there is a very high rate of highly qualified teachers (96%), that the average daily attendance rate is 95%, and that all schools (Dolgeville Elementary, and James A. Green Junior Senior High) are in good standing in all academic areas.

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

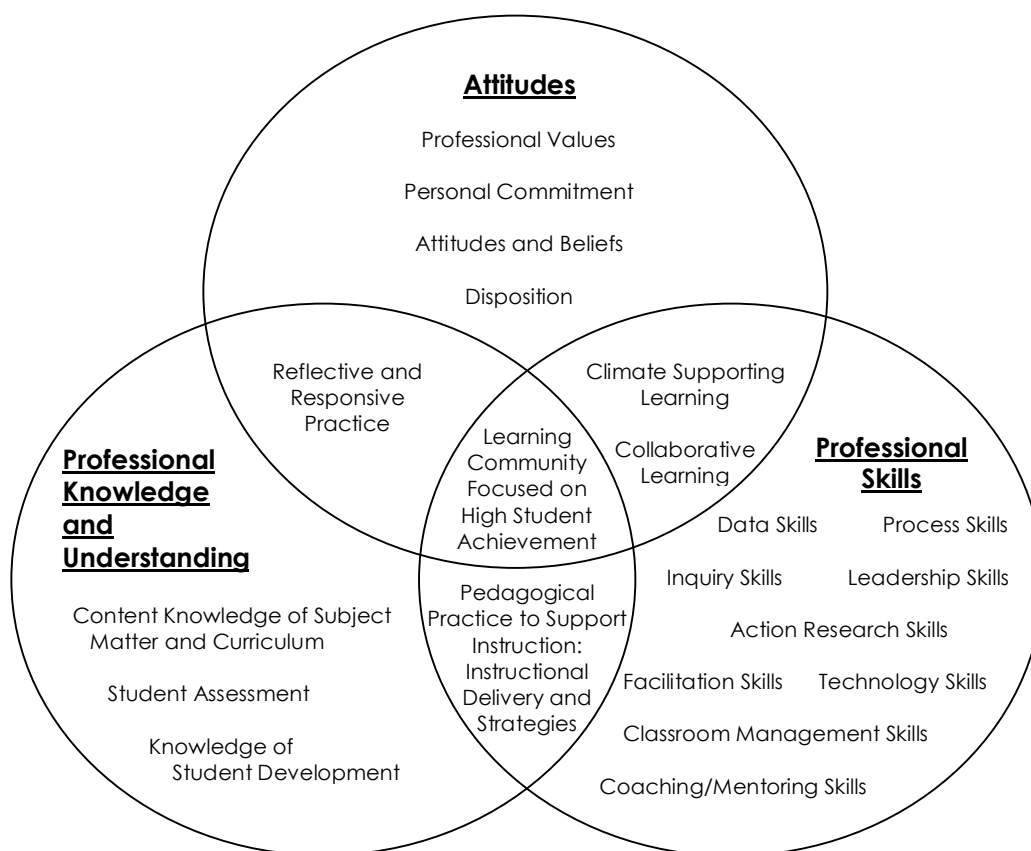
In its commitment to providing quality professional development opportunities for its staff members, the District has adopted the following objectives:

- 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

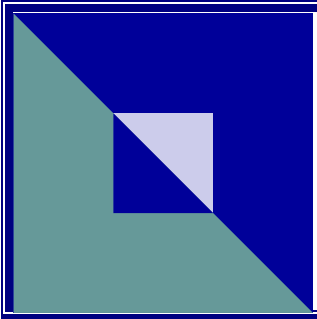
To ensure knowledgeable and effective administrators, teachers, and paraprofessionals, District professional development initiatives and opportunities will address one or more of the following domains:



Acceptable Professional Development Activities

- All PD activities are subject to approval.
- All PD hours will be recorded in .5 increments.
- Full day workshops equal 6 hours; half day workshops equal 3 hours.

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



Dolgeville Central School

Professional Development Calendar

2026-2027

“Go into the world well-prepared.” – Alfred Dolge

Date	Schedule of Activities
Tuesday, August 18 th	New Teacher Training in Learning Focused Strategies – Day 1
Wednesday, August 19 th	New Teacher Training in Learning Focused Strategies – Day 2
Thursday, August 20 nd	New Teacher Mentor Day
Wednesday, September 2 nd	Superintendent’s Opening Day 1 Conferences for All Faculty and Staff
Thursday, September 3 rd	Superintendent’s Opening Day 2 Conferences for All Faculty and Staff
Friday, October 9 th	Student Dismissal at 11:30 AM Afternoon Professional Development for Faculty and Staff
September 2026 - TBD	New Teacher Training in Learning Focused Strategies – Day 3
October 2026 - TBD	New Teacher Training in Learning Focused Strategies – Day 4
Monday, October 31 st	Student Dismissal at 11:30 AM Afternoon Professional Development for Faculty and Staff
Monday, November 23 rd	Student Dismissal at 11:30 AM Afternoon Parent/Teacher Conferences
Tuesday, November 24 th	Student Dismissal at 11:30 AM Afternoon Parent/Teacher Conferences
Wednesday, December 23 rd	Student Dismissal at 11:30 AM Afternoon Professional Development for Faculty and Staff
Friday, February 26 th	Student Dismissal at 11:30 AM All Day Professional Development for Faculty and Staff
Friday, May 21 st	Student Dismissal at 11:30 AM Afternoon Parent/Teacher Conferences and PD for Faculty/Staff
Friday, June 25	No School for Students All Day Superintendent’s Conference Day/Regents Rating Day

Rationale for the Annual Professional Performance Review (APPR)

In accordance with New York State Education Law Section 3012-c, the evaluation processes for teachers and building principals herein are based on the New York State Teaching and Interstate School Leaders Licensure Consortium (ISLLC) Standards provided by the Commissioner of Education pursuant to the revised Regulation 100.2. 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 will approve the APPR Plan annually by September 1st and make the plan public on the district website (www.dolgeville.org) by first meeting in September.

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 March 1			Evaluation finalized, signed, and placed in personnel file before April 1
Non-tenured Teacher	First full class observation completed by building principal prior to November 1 st	Second full class observation completed by superintendent prior to February 1 st	Evaluator's summative evaluation, teacher's response/reflection, and goal setting before March 1 st	Evaluation finalized, signed, and placed in personnel file before June 30 th
Tenured Teacher	One full class observation by building principal	One or more abbreviated classroom observation(s) by building principal	Evaluator's summative evaluation, teacher's response/reflection, and goal setting completed before the final day of the teaching year	Evaluation finalized, signed, and placed in personnel file before June 30 th
Non-tenured Teaching Assistant	First self-assessment completed by building principal prior to December 1 st	Second self-assessment completed by building principal prior to April 1 st	Evaluator's comments and assistant's comments and goal-setting completed before the final day of the teaching year	Assessment finalized, signed, and placed in personnel file before June 30 th
Tenured Teaching Assistant	One self-assessment completed prior by building principal prior to December 1 st		Evaluator's comments and assistant's comments and goal-setting completed before the final day of the teaching year	Assessment finalized, signed, and placed in personnel file before June 30 th
Other Professional Staff	Evaluation and/or self assessment completed by immediate supervisor prior to May June 1 st		Evaluator's and staff member's comments and goal-setting completed before the final day of the teaching year	Assessment finalized, signed, and placed in personnel file before June 30 th
First Year Non-instructional Staff	First evaluation by immediate supervisor six weeks from employment date	Second evaluation twelve weeks from employment date	Third evaluation six months from employment date	All evaluations finalized, signed, and placed in personnel file upon completion
Non-instructional Staff	One evaluation by immediate supervisor prior to June 1 st			All evaluations finalized, signed, and placed in personnel file prior to June 30 th
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

The DCSD has developed the evaluation instrument for teachers and administrators in accordance with New York State Teaching Standards, implemented first in (January, 2011). Recognizing the unique requirements and responsibilities of some positions, DCSD uses evaluation instruments based on state and national guidelines and standards for the following specific employees: teaching assistants, school guidance counselors, school counselors, the school psychologist, the school business administrator, the athletic

director, and coaches. Non-instructional employees are evaluated using a generic evaluation instrument. All evaluation instruments are included in this document.

Dolgeville Central School
Annual Paraprofessional Self-Assessment, Professional Evaluation, and Goal Setting

Employee:	Position:
Evaluator:	Date:

First Year Employee: ☐ First Evaluation ☐ Second Evaluation
 Other Employee Evaluations: ☐ Annual Evaluation

Please check the appropriate boxes below and complete "Areas of Strength – Employee Comments" and "Suggestions for Improvement – Employee Comments."	Highly Effective	Effective	Developing	Ineffective	Not Applicable
Content Knowledge					
Demonstrating Knowledge of Content and Pedagogy: Understands content and its prerequisite relationships and connections with other disciplines. Uses instructional practices that reflect current pedagogical knowledge.	☐	☐	☐	☐	☐
Demonstrating Knowledge of Resources: Is aware of and can gain access to school and district resources available to effectively carry out the responsibilities of the position.	☐	☐	☐	☐	☐
Preparation					
Meeting Instructional Goals: Carries out the teacher's established instructional plans and engages students in meaningful learning.	☐	☐	☐	☐	☐
Student Management					
Creating an Environment of Respect and Rapport: Interacts with students with general warmth and caring, and respect for the cultural and developmental differences among groups of students.	☐	☐	☐	☐	☐
Establishing a Culture for Learning: Holds high expectations for student behavior, achievement, and pride in work.	☐	☐	☐	☐	☐
Managing Procedures: Establishes and maintains routines and procedures that promote order, safety, and learning.	☐	☐	☐	☐	☐
Managing Student Behavior: Establishes clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of students.	☐	☐	☐	☐	☐
Communication and Instructional Delivery					
Communicating Clearly and Accurately: Communicates clearly and accurately with students, teachers and staff both orally and in writing.	☐	☐	☐	☐	☐
Using Questioning and Discussion Techniques: Uses questioning and discussion techniques that reflect high-level questions, true discussion and full participation by all students.	☐	☐	☐	☐	☐
Engaging Students in Learning: Engages students throughout the lesson with appropriate activities and materials, and suitable structure and pacing of the lesson.	☐	☐	☐	☐	☐
Student Development					
Demonstrating Knowledge of Students: Demonstrates thorough knowledge of students' strengths, weaknesses,	☐	☐	☐	☐	☐

backgrounds, interests and skills, and uses this knowledge in interactions with students.					
Demonstrating Flexibility and Responsiveness: Seeks ways to ensure successful school experiences for all students, making adjustments as needed to instructional plans and responses to students.	☐	☐	☐	☐	☐
Feedback and Documentation					
Providing Feedback to Students: Provides timely and appropriate feedback about student academic performance and behavior to the student and appropriate teachers/staff members.	☐	☐	☐	☐	☐
Maintains Accurate Records: Efficiently and effectively maintains appropriate documentation required by position and duties.	☐	☐	☐	☐	☐
Collaboration					
Collaboration with Teachers and Staff: Collaborates frequently and effectively with teachers and staff members as necessary for successful completion of the duties required for the position.	☐	☐	☐	☐	☐
Contributing to the School and District: Participates actively in school and district projects, and maintains positive relationships with colleagues.	☐	☐	☐	☐	☐
Reflective and Responsive Practice					
Reflecting on Duties: Accurately reflects on performance of duties associated with position and makes specific plans for improvement.	☐	☐	☐	☐	☐
Growing and Developing Professionally: Actively participates in professional development activities and opportunities.	☐	☐	☐	☐	☐
Showing Professionalism: Makes genuine and successful efforts to ensure that all students are well-served by the school.	☐	☐	☐	☐	☐
General Competencies					
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.	☐	☐	☐	☐	☐
Communication Skills: Communicates effectively and appropriately orally and in writing with school staff, parents and community members.	☐	☐	☐	☐	☐
Neatness and Accuracy: Strives for neatness and accuracy in all tasks.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐

Goal Setting (Completed by the Paraprofessional)
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Standard	Specific Goal	Timeline for Completion	How will you know you have met your goal?

Employee Comments (Completed by Teacher)
Areas of Strength:
Areas for Improvement:

Evaluator Comments (Completed by Administrator)
Areas of Strength:
Areas for Improvement:

On completion of the self-evaluation by the paraprofessional, the paraprofessional will submit the evaluation to the appropriate administrator. After the administrator has reviewed the self-evaluation and recorded his/her comments, the paraprofessional and administrator will meet to discuss the evaluation.

Employee's Signature/Position:	Date:
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Evaluator's Signature/Position:	Date:
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The paraprofessional will receive a copy of the signed evaluation for his/her records. A copy of the evaluation will be placed in the paraprofessional's permanent folder in the District office. Should the paraprofessional choose to respond to the administrator's evaluation comments, the paraprofessional has the right to attach additional comments to the evaluation following the meeting with the administrator.

Dolgeville Central School Teacher's Professional Evaluation Observation, Summative Evaluation, Goal Setting, Response and Reflection

Teacher:	Evaluator:
Position:	☐ Tenured ☐ Probationary – Year of

PART ONE: Classroom Observations (Completed by Evaluators)

Observation One	
Subject:	Grade Level:
Evaluator's Description of the Lesson and Comments:	
Evaluator:	Date:

Observation Two	
Subject:	Grade Level:
Evaluator's Description of the Lesson and Comments:	
Evaluator:	Date:

PART TWO: Standards-based Evaluation (Completed by Evaluator)
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Explanation of Rating Scale			
Ineffective Minimal or no evidence exists that the standard is being met. Practices are not aligned with the standard.	Developing Some evidence exists that the standard is being met. Practices are inconsistently aligned with the standard.	Effective Evidence exists that the standard is being met. Practices are consistently aligned with the standard, but are not yet pervasive.	Highly Effective Substantial evidence exists that the standard is being met. Practices are pervasive and are consistently aligned with the standard.

Standard I: Knowledge of Students and Student Learning The teacher acquires knowledge of each student and demonstrates knowledge of student development and learning to promote achievement for all students.			
Instruction	- Aligns instruction with student needs - Pedagogy/content is grade appropriate - Pedagogy, content, and activities are developmentally appropriate - Collects and uses student data	- Uses purposeful grouping/pairing based on knowledge of student strengths, needs, abilities, and interests - Effectively integrates instructional technology into lessons.	
Students	- Knows students' interests - Takes an interest in students' activities outside of school - Seeks to educate the "whole child"	- Develops positive rapport with students - Is sensitive and responsive to students' physical, mental, emotional, and social wellbeing	

	- Knows students' strengths/weaknesses - Is aware of students' special needs - Has knowledge of content of students' IEPs, 504 Plans, and/or CST Referrals/Plans	- Is sensitive and responsive to students' cultures, ethnicities, and socioeconomic statuses. - Monitors at-risk behaviors/tendencies
Parents and Families	- Communicates frequently with parents - Develops positive rapport with parents	Is sensitive and responsive to families' cultures, ethnicities, and socioeconomic statuses.
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard II: Knowledge of Content and Instructional Planning The teacher knows the content he or she is responsible for teaching and plans effective instruction that ensures learning for all students.		
Planning Reflects Knowledge and Use of:	- Current content area research - Appropriate, high quality resources - Student data - Core Curriculum Standards - New York State Standards	- Grade/course specific content - Cross-curricular connections - Vertical content area sequencing - Learning Focus lesson/unit formatting
Instruction Reflects Knowledge and Use of:	- Deep knowledge and understanding of content area being taught - Research-based instructional strategies - Relevancy of content - Connections to careers	- Students' prior knowledge - Vertical content area sequencing - Logical organization of content - Flexibility in lesson structure
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard III: Instructional Delivery The teacher delivers instruction that enables all students to meet or to exceed the learning standards.		
At the Beginning of the Lesson	- Prominently posts essential question - Focuses on/makes connections to the EQ - Establishes purpose(s) for the lesson	- Uses an activating strategy - Activates prior knowledge - Introduces essential vocabulary
During the Lesson	- Uses research-based teaching strategies - Uses direct teaching methods - Models learning behaviors for students - Uses graphic organizers - Provides teacher-prepared notes - Clearly communicates/clarifies content - Monitors student understanding - Uses distributed summarizing - Clarifies student misconceptions - Allows time for social processing - Involves students in meaningful work	- Asks higher-level questions (Bloom's) - Allows effective wait-time for answers - Presents in multiple learning modalities - Makes modifications and differentiates for student need - Scaffolds instruction - Monitors student progress - Provides opportunities for practice - Paces lesson within allotted time frame - Demonstrates enthusiasm and passion for content
At the End of the Lesson	- Returns to the EQ - Reviews lesson content	- Previews next lesson - Uses a summarizing activity
Use of Instructional Technology	Teacher: - For meaningful technology integration - To further student understanding - To provide modifications for students - To organize information - To extend/refine a lesson	Students: - To access information - To organize information - To create an original product - To reflect on learning
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard IV: Learning Environment The teacher creates a dynamic learning environment that promotes achievement and growth for all students.		
Instructional Space	- Physically safe and risk-free - Overall logical organization of space - Purposeful seating arrangements - Classroom rules/expectations posted	- Student work posted - Student learning maps posted - Content-based classroom displays
Teacher Environment – The Teacher:	- Establishes a positive classroom climate - Maintains high expectations for student performance and behavior - Demonstrates use of effective classroom management strategies - Models appropriate behaviors and interactions - Is enthusiastic and energetic	- Maintains positive rapport with students - Encourages students to take positive academic risks - Encourages and motivates students - Demonstrates empathy toward students - Fosters mutual respect with students - Demonstrates fairness toward students - Respects students' differences
Student Behaviors – Students:	- Pay attention and stay on task - Demonstrate perseverance - Take responsibility for own learning - Willing take positive academic risks - Demonstrate attitudes of efficacy	- Behave in socially acceptable ways - Demonstrate self-control - Interact appropriately with peers - Respect other students' ideas/opinions - Respect other students' differences
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard V: Assessment for Student Learning The teacher uses multiple measures to assess student growth, to evaluate instructional effectiveness, and to modify instruction.		
Formative Assessments	- Uses guided practice - Uses distributed practice - Allows for/monitors social processing - Uses distributed summarizing strategies	- Uses lesson-end summarizing strategies - Continuously monitors student progress - Assigns purposeful homework (practice) - Uses technology to assess student progress
Summative Assessments	Uses a variety of summative assessment types	Uses effective, fair, challenging, and relevant assessments
Use of Data	Collects and uses all assessment data to evaluate instructional effectiveness	Collects and uses all assessment data to modify instruction to meet students' needs
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard VI: Professional Responsibilities and Collaboration The teacher demonstrates professional responsibility and engages relevant stakeholders to maximize student learning.		
Professional Responsibilities	- Is a role model for students, parents, and colleagues both in and out of the classroom - Dresses in a professional manner - Consistently demonstrates integrity - Has a consistently positive attitude	- Is punctual and meets deadlines - Takes pride in one's work - Has a sense of efficacy – a belief in one's own professional effectiveness - Adheres to the expectations in Section IV.B in the District Code of Conduct
Collaborates with:	- Grade level colleagues - Department/content area colleagues - Colleagues in other content areas - Administrators	- Support staff (guidance staff, counselors, school psychologist, etc.) - Parents and families - Community members/organizations
Voluntary School and Community Involvement	- Serves on committees/teams - Serves as a club or class advisor - Coaches or assists with a sport - Attends student activities/performances	- Chaperones student activities/events - Holds a DTA office - Participates in community events
Comments:		
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective	

Standard VII: Professional Growth	
The teacher sets informed goals and strives for continuous personal and professional growth.	
Professional Growth	- Stays current with all certification requirements - Stays current with professional research - Has current membership in professional organizations/institutions - Engages in professional development opportunities - Demonstrates willingness to change/improve Experiments with implementation of new ideas, strategies, and technologies - Reflects on one's own professional practice - Sets and works toward professional goals
Comments:	
Overall Rating:	☐ Ineffective ☐ Developing ☐ Effective ☐ Highly Effective

PART THREE: Professional Goals (Completed by Teacher)

Standard	Specific Goal	Timeline for Completion	How will you know you have met your goal?

PART FOUR: Teacher's Response/Reflection (Completed by Teacher)

Teacher's Response/Reflection:

Signatures

Teacher's Signature:	Date:
Evaluator's Signature:	Date:

Dolgeville Central School
School Guidance 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 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 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 an 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:

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School Counselor's General Comments:

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Supervisor's Comments:

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Signatures:

_____	_____
School 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 an 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

Dolgeville Central School
School Psychologist Professional Performance Evaluation

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 an 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 Self-Assessment and 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:

Employee Signature:	Date:
Evaluator Signature:	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 willing 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.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
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 _____ Superintendent _____ Date _____ Date	
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**Dolgeville Central School
Building Principal Annual Professional Performance Review**

Building administrators and their supervisors will complete this professional performance review annually.

Administrator:	Position:
Tenure Standing: ☐ Non-Tenured ☐ Tenured	Supervisor:
School Year:	Date:

The administrator demonstrates ability in the domains and criteria listed below in the following ways:	Ineffective	Developing	Effective	Highly Effective	Not Applicable
Domain One: Instructional Leadership					
Student Achievement	☐	☐	☐	☐	☐
Curriculum Articulation and Alignment	☐	☐	☐	☐	☐
Use of Data	☐	☐	☐	☐	☐
Use of Instructional Technology	☐	☐	☐	☐	☐
Decision Making	☐	☐	☐	☐	☐
Professional Development	☐	☐	☐	☐	☐
Knowledge of Pedagogy	☐	☐	☐	☐	☐
Comments/Evidence:					
Domain Two: Supervision and Evaluation					
Hiring Practices	☐	☐	☐	☐	☐
District Curriculum	☐	☐	☐	☐	☐
Implementation of APPR	☐	☐	☐	☐	☐
New Initiatives	☐	☐	☐	☐	☐
Technology	☐	☐	☐	☐	☐
Data-Driven Decision Making	☐	☐	☐	☐	☐
Comments/Evidence:					

Domain Three: Professionalism					
Trusting Environment	☐	☐	☐	☐	☐
Communication Skills	☐	☐	☐	☐	☐
Professional Code of Behavior	☐	☐	☐	☐	☐
Comments/Evidence:					

Domain Four: Planning/Building Management					
Professional Development	☐	☐	☐	☐	☐
School Improvement	☐	☐	☐	☐	☐
Protects Instructional Time	☐	☐	☐	☐	☐
Uses of Data	☐	☐	☐	☐	☐
Allocation of Resources	☐	☐	☐	☐	☐
Student Conduct	☐	☐	☐	☐	☐
Facility	☐	☐	☐	☐	☐
Comments/Evidence:					
Domain Five: Collaboration					
Relationships with Students	☐	☐	☐	☐	☐
Community Partnerships	☐	☐	☐	☐	☐
Shared Decision Making	☐	☐	☐	☐	☐
Family Involvement	☐	☐	☐	☐	☐
Comments/Evidence:					
Domain Six: Reflective Response					
Professional Growth	☐	☐	☐	☐	☐
Use in Practice	☐	☐	☐	☐	☐
Self-Assessment	☐	☐	☐	☐	☐
Comments/Evidence:					
Supervisor's Comments					
Administrator's Comments					
Administrator's Signature:				Date:	
Supervisor's Signature:				Date:	

DOMAIN ONE

Instructional Leadership: The administrator promotes teaching and learning by facilitating the development, articulation and implementation of a vision of high expectations for all students and staff.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Student Achievement	No evidence of focus on high expectations.	Vision of high expectations is evident.	Vision of high expectations is pervasive.	Vision of high expectations promotes innovative growth.
Curriculum Articulation and Alignment	No evidence of focus on the standards/ performance indicators listed in the District curriculum.	Maintains an instructional focus on the standards/ performance indicators.	Maintains a clearly communicated, instructional focus on the standards/ performance indicators.	Consistently promotes the use of research based "best practices" in all subject areas.
Use of Data	No evidence that data is used to design strategies for improvement.	Uses data as a tool.	Creates a school environment where staff is comfortable using data.	Creates an environment where the school community is comfortable using data.
Use of Instructional Technology	No evidence of instructional technology use.	Use of technology is an integral part of instruction.	Demonstrates personal proficiency in the use of instructional technology.	Actively seeks and promotes best practices in instructional technology.
Decision Making	No evidence of decisions that are linked to the District vision.	Decisions reflect the District vision.	Decisions promote the successful implementation of the District vision.	Decision making process embraces the District vision and school community.
Professional Development	No evidence of participation in professional development activities.	Participates in professional development activities.	Consistently models professional development "best practices" for staff.	Professional development is embedded in the school culture.
Knowledge of Educational Pedagogy	No knowledge of educational pedagogy.	Demonstrates knowledge of educational pedagogy.	Demonstrates knowledge of educational pedagogy that reflects current research on best practices.	Consistently demonstrates search for best practices.

DOMAIN TWO

Supervision and Evaluation: Administrator supports teaching and learning through the hiring, training, mentoring, supervision and evaluation of school personnel.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Hiring Practices	Is unable to select qualified candidates.	Attracts and selects qualified applicants.	Attracts, selects, and in-services qualified applicants.	Consistently attracts, selects, in-services qualified applicants.
District Curriculum	No evidence that the instructional program is assessed.	Assesses the instructional program.	Assesses the instructional program as it relates to district curricula.	Consistently assesses the instructional program as it relates to district curricula.
Implementation of APPR	No evidence that staff effectiveness and student performance are assessed.	Assesses staff effectiveness and student performance.	Assesses staff effectiveness and student performance to inform instructional decisions.	Consistently assesses staff effectiveness and student performance to inform instructional decisions.
New Initiatives	No evidence that staff is expected to participate in best practices initiatives.	Assesses level of staff participation in best practice initiatives.	Assesses level of staff implementation of best practice initiatives.	Actively supports and participates in best practice initiatives.
Technology	No evidence that staff is expected to apply technology.	Assesses level of staff application of technology.	Assesses level of staff application of technology as an integral part of the instructional program.	Actively supports and participates in the application of technology.
Data-Driven Decision Making	No evidence that staff is expected to use data.	Expects staff to interpret data.	Expects staff to interpret and use data in instruction.	Consistently expects staff to interpret and use various forms of data to improve instruction.

DOMAIN THREE

Professionalism: The administrator models characteristics of professional behavior that results in a climate and culture conducive to quality teaching and learning.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Trusting Environment	Does not provide opportunities for staff to participate in decisions.	Provides opportunities for staff to participate in decisions.	Models and provides consistent opportunities for staff to participate in decisions.	Models and provides innovative opportunities for staff to participate in decisions.
Communication -Speaking -Listening -Writing	Fails to use communication skills constructively.	Models and uses communication skills constructively.	Models and uses communication skills to promote quality teaching and learning.	Communication skills are used innovatively.
Professional Code of Behavior -Integrity -Fairness -Loyalty to District	Fails to demonstrate professional behavior.	Demonstrates professional behavior.	Consistently demonstrates professional behavior.	Professional behavior is reflected in the actions of staff and students.

DOMAIN FOUR

The administrator supports teaching and learning by demonstrating appropriate preparation, and by supervising the organization, operations, and resources of the building.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Professional Development	No evidence of planning professional development activities.	Plans for professional development activities.	Provides a variety of planned professional development activities aligned with District priorities.	Consistently plans for innovative professional development activities that are aligned with District priorities.
School Improvement	No evidence of planning for school improvement.	Plans for school improvement.	Plans and implements school improvement programs that align with District priorities.	Continuously monitors and adjusts school improvement programs that align with District priorities.
Protects Instructional Time	Frequent interruptions to teaching and learning.	Minimizes disruptions to teaching and learning.	Implements a system that minimizes disruption.	Preservation of time for teaching and learning are infused in the culture of the school.
Uses of Data	No evidence that data has been used for planning purposes.	Data is used for planning purposes.	Data sources, that support teaching and learning, are used for planning.	A variety of data sources, that support teaching and learning, are used for planning of innovative programs.
Allocation of Resources	No evidence that resources are considered in planning.	Allocations of resources are considered in planning.	Allocations of resources are consistently considered and aligned with the District's priorities.	Explores new and innovative resources which are considered in planning.
Student Conduct	Student conduct interferes with the teaching and learning process.	Implements code of conduct.	Collaborates to develop, assess, and improve conduct.	Uses innovative strategies to continuously improve student conduct.
Facility	No evidence that health and safety concerns are addressed.	Health and safety issues are addressed.	Maintains a healthy and safe learning environment.	Collaborates with stakeholders to ensure a healthy and safe learning environment.

DOMAIN FIVE

Collaboration: The administrator promotes teaching and learning by developing supportive relationships with students, teachers, parents, or caregivers, district personnel, and outside agencies.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Relationships with Students	No evidence of a rapport with students.	Evidence of a rapport with students.	Consistently models rapport with students.	Staff actions reflect administrator's rapport with students.
Community Partnerships	No evidence of community partnerships to strengthen school programs.	Evidence of community partnerships.	Community partnerships to strengthen school programs are consistently established.	Innovative community partnerships are developed and maintained.
Shared Decision Making	No evidence of shared decision making.	Evidence of shared decision making.	Consistent evidence of shared decision making.	Shared decision making is infused in the school culture.
Family Involvement	No evidence of family involvement.	Evidence of family involvement.	Consistently involves families.	Innovative programs are used to promote family involvement.

DOMAIN SIX

Reflective Response: The administrator will demonstrate that practices are reviewed and effectively assessed, and that appropriate adjustments are made.

COMPONENT	LEVELS OF PERFORMANCE			
	Ineffective	Developing	Effective	Highly Effective
Evidence of Professional Development and Growth	Shows minimal signs of engaging in professional development.	Engages in professional development.	Seeks opportunities for professional growth.	Seeks and leads opportunities for professional growth.
Use in Practice	Makes minimal suggestions for administrative improvement.	Makes suggestions for administrative improvement.	Makes specific suggestions for administrative improvement.	Offers specific alternative approaches.
Self-Assessment	No evidence of adjusting practice to improve performance.	Shows evidence of adjusting practice to improve performance.	Consistently adjusts practice to improve performance.	Implements innovative administrative practices based on experience.

**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 30 th 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 2026-2027:
Goal One:
Goal Two:

Athletic Director's Self-Evaluation:

Signatures:	
Athletic Director	Date
Superintendent	Date

**Dolgeville Central School
Coaching Evaluation Form**

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 2026-2027 (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 Self-Assessment and Professional Evaluation

Employee:	Position:
Evaluator:	Date:

First Year Employee Evaluation Dates: ☐ Six Weeks ☐ 12 Weeks ☐ 6 Months
 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:
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DOLGEVILLE CENTRAL SCHOOL Performance Improvement Plan (PIP) Procedures for Implementation
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Regulations: Under Section 100.2 of the Regulations of the Commissioner of Education, a Teacher Improvement Plan (PIP) is described as follows: "Teacher Improvement. The plan shall describe how the school district or BOCES addresses the performance of teachers whose performance is evaluated as unsatisfactory, and shall require the development of a teacher improvement plan for teachers so evaluated, which shall be developed by the district or BOCES in consultation with such teacher."

Key Ideas:

- The Dolgeville Central School District (DCSC) shall support professionals whose performance is evaluated as needing a Professional Improvement Plan (PIP).
- A PIP shall be developed for any professional whose overall rating is "developing" or "ineffective."
- A PIP may be developed for any professional whose rating in any standard is "developing" or "Ineffective."
- It is understood that the ultimate objective of an improvement plan is increased student achievement, and that the intent of such a plan is remedial rather than disciplinary.
- Development of a PIP should be a helpful, professional conversation, identifying solutions to problems and resources that will help a professional improve professional performance.
- The responsibility for providing help to a professional in need of improvement is with the Dolgeville Central School District (DCSD).
- DCSD proposes how the district will help the professional and the professional is involved in determining the activities suggested to remediate the areas of unsatisfactory performance.
- PIPs are to be developed in collaboration with the professional in need of improvement.
- The professional in need of improvement has the right to include an association representative in the development of the PIP.
- A PIP may be developed for any DCSD professional, regardless of tenure status.
- A professional's mentor may not be involved in any way with the evaluation of the teacher during the PIP process.

PIP Procedures:

- Upon determining that a professional is in need of improvement, the immediate supervisor will notify the professional in writing that there will be a meeting with the professional and an association representative of the professional's choice to develop a PIP.
- The PIP will include the following:
 - Determination of the Area(s) of Concern, as per the professional domains/standards upon which the evaluation was based.
 - A description of the Desired Change.
 - A description of a Plan to Affect Change.
 - The person(s) who takes Responsibility for Monitoring the change.
 - Specific examples of Evidence of Change.
 - The Date by which the plan is expected to be implemented.
- Upon development of the PIP, the immediate supervisor will write a memo to the teacher in need of improvement. The memo shall include the following:
 - The date the supervisor, professional, and association representative met.
 - Signatures of all present at the meeting.
 - A copy of the PIP.
- Copies of the memo and the PIP will be submitted to:
 - The professional in need of improvement.
 - The association representative.
 - The association president.
 - The DCS superintendent.

- The professional with the PIP will adhere to the plan and is responsible for submitting paperwork as needed to supervisors.
- Those persons named as monitors in the PIP will monitor the professional in need of remediation.
- Before the close of the school year, the supervisor, professional, and association representative will meet to determine the professional's progress as defined by the PIP. At this time, they will determine if
 - The current PIP needs to remain in place
 - A modified PIP needs to be developed.
 - The PIP is no longer necessary.

Regardless of the determination, the professional will be notified in writing of the outcome of the meeting and will proceed as necessary.

DOLGEVILLE CENTRAL SCHOOL
Professional Improvement Plan (PIP)
Sample Meeting Documentation Form

Re: Professional Improvement Plan, [professional's name]

Date: [date of memo]

On [date of PIP meeting] at [time of PIP meeting], _____ (professional),
_____ (association representative), _____ (association
president), and _____ (immediate supervisor) met to discuss development
of a Professional Improvement Plan (PIP) for [professional's name].

The contents of the PIP were discussed and mutually agreed upon.

Signature: _____
(signature of professional)

Date: _____

Signature: _____
(signature of association representative)

Date: _____

Signature: _____
(signature of immediate supervisor)

Date: _____

Copies to:

Michelle Comstock, Association Co-President
Arianna Marucci, Association Co-President
Joseph J. Giffus, Superintendent

DOLGEVILLE CENTRAL SCHOOL
Professional Improvement Plan (PIP)
Sample Plan Details Form

Professional's Name:	Month/Year
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Area of Concern (Domain, Criteria, Standard)	Desired Change	Plan to Effect Change	Responsibility for Monitoring	Evidence of Change	Date

DOLGEVILLE CENTRAL SCHOOL
Professional Improvement Plan (PIP)
Sample Review Documentation Letter

Re: Professional Improvement Plan Review, [professional's name]

Date: [date of memo]

On [date of PIP meeting] at [time of PIP meeting], _____ (professional),
_____ (association representative), _____ (association
president) and _____ (immediate supervisor) met to review progress
regarding the Professional Improvement Plan (PIP) for [professional's name].

At the meeting it was determined that:

- ☐ Further improvement in the domains/criteria/standards is necessary. The current PIP will continue until the next review in [month, year].
- ☐ Further improvement is necessary. The current PIP has been amended and the contents have been discussed and mutually agreed upon. A copy of The amended PIP is attached.
- ☐ The improvements as outlined in the PIP have been made and desired changes have occurred. The PIP is no longer needed at this time.

Signature: _____
(signature of professional)

Date: _____

Signature: _____
(signature of association representative)

Date: _____

Signature: _____
(signature of immediate supervisor)

Date: _____

Copies to:

Michelle Comstock, Association Co-President
Arianna Marucci, Association Co-President
Joseph J. Gilfus, Superintendent

Appeals of APPRs and PIPs

To the extent that a teacher or principal wishes to challenge a performance review and/or PIP, Dolgeville Central School will entertain appeals of tenured teachers receiving an overall “ineffective” rating on a performance review.

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

- (1) The school district’s adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-c.
- (2) The adherence to the Commissioner’s regulations, as applicable to such reviews.
- (3) The school district’s issuance and implementation of the terms of the PIP under Education Law §3012-c.

A decision shall be rendered by the superintendent of schools, except that an appeal may not be decided by the same individual who was responsible for making the final rating decision. In such case, the Board of Education shall appoint another person to decide the appeal.

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, TEACH, WinSnap, InfoFund) to ensure that SED 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.

Immediately after receipt of 3-8 assessments, the building principal(s) will inventory the assessments and store them in either the vault in the high school office or 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, who 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.

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.

DOLGEVILLE CENTRAL SCHOOL
Mentoring and Induction Plan Policies and Procedures
“One Key to a Successful Teaching Experience”
Revised Spring, 2009

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, New Teacher Induction, and video series). See appendix I for additional suggested readings.
- 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	One day of mentor training and discussion of <u>New Teacher Induction</u> and <u>The First Days of School</u> , both by Harry Wong	Experienced mentors or teachers • pre-K-grade 4 • grades 5-8 • grades 9-12
Refresher Training – facilitated by District Mentor Program Coordinator	One half day of mentor refresher training	Experienced mentors
BOCES/MRTC workshops (if needed)		

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. Mentor pairings will be released from no less than 10% of their instructional duties throughout the course of the school year.
- 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 of newly hired faculty with individualized plans will receive a standard stipend of \$500.

*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 PIP.
- August orientation and bus trip within the school district followed with lunch and meeting with available school staff (Administration, Psychologist, Social worker, Business Office Staff, DCS Teachers' Association president, Transportation Coordinator, Heads of Building and Grounds, Cafeteria Manager)
- 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 and participants in the MTIP grant - Other mentees will formulate an individualized mentoring plan and may or may not fall under the standard Year One structure.	<u>The First Days of School</u> by Harry Wong <u>Learning-Focused Strategies Notebook</u>	Mentee – 3 days plus Days 1 and 2 of LF training – reimbursement through claim form submission. Mentor – 1 1/2 days – covered under standard stipend	Mentee – All mentees will receive Days 3 and 4 Learning Focused Strategies training. Mentor –In addition to release time afforded to them, they will work with their mentee on a regular 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	Year One mentees and first year to teaching) will be released from no less than 10% of their instructional load to work with their mentor through a variety of mentoring activities. First year mentors will also be released from no less than 10% of their instructional load. Other mentees (experienced teachers or first year teacher will be afforded two days of release time for observations, peer coaching, etc...

- 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 monthly meeting and at the end of each year of the program)

Mentor: _____

Mentee: _____

Year of Program	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: _____

			☐ In-Service Training ☐ Other – Please specify: _____
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Dolgeville Central School District
New Teacher/Mentor Teach Information Form

New Teacher Information	
Name:	SSN:
Address:	
Home Phone:	Cell Phone:
Certification(s)	
By my signature below, I indicate that I have both received and read the policies and procedures of the DCS Mentor/Induction Program. My signature also indicates my willingness to participate in the program. _____ Signature _____ Date _____	

Mentor Information	
Name:	SSN:
Address:	
Home Phone:	Cell Phone:
Certification(s)	
By my signature below, I indicate that I have both received and read the policies and procedures of the DCS Mentor/Induction Program. My signature also indicates my 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
- *A Framework for Understanding Poverty* – Ruby Payne
- *Summarization in Any Subject: 50 Techniques to Improve Student Learning* – Rick Wormeli
- *Catching Kids Up* – Max Thompson, Julia Thompson, and Shannon Thompson
- *What Works in Schools* – Robert Marzano
- *Reading Comprehension K-5: A Handbook for Elementary Teachers* – Carol Brewer and Jeanette Gann
- *Balanced Literacy: A Learning-Focused Approach* – Carol Brewer and Jeanette Gann
- *Vocabulary Instruction: A Learning-Focused Model* – Cindy Riedl
- *Differentiating Instruction and Assignments K-5* – Linda McCalister, Julia Thompson, Max Thompson
- *Differentiating Instruction 6-12* – Linda McCalister, Julia Thompson, Max Thompson
- *Scaffolding Grade Level Learning for At-Risk and Exceptional Students* – Carolyn Boyles
- *Reading Comprehension 6-12: A Handbook for Middle/High Teachers* – Linda Phillips, Jeanette Gann, and Carol Brewer
- *A Framework for Teaching* – Charlotte Danielson

Classroom Management

- *Classroom Management that Works* – Robert Marzano, Jana Marzano, and Debra Pickering
- *Cooperative Discipline* – Linda Albert

Other

- *The Last Lecture* – Randy Pausch
- *Who Moved My Cheese* – Spencer Johnson
- *The Tipping Point* – Malcolm Gladwell