

**CITY OF ST. CHARLES  
SCHOOL DISTRICT**

**GUIDE TO**

**PERFORMANCE-BASED**

**GUIDANCE COUNSELOR  
EVALUATION**

Board Review  
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# Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to provide suggested procedures for such an evaluation. The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teachers=s personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation. (L. 1969 p.275 ' 168.114, A.L. 1983 H.B. 38 & 783)

## PHILOSOPHY

A performance-based guidance counselor evaluation system is critical to improving teaching, thus enhancing student knowledge and performance. Performance-based guidance counselor evaluation is intended to assist administrators and guidance counselors in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based guidance counselor evaluation system supplies expectations and feedback regarding effective practices based on research, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which people are encouraged to improve and share insights in the profession. Guidance Counselor evaluation also serves organizational decision-making related to development, tenure, and employment.

Development and evaluation will differ among guidance counselors. Within the parameters of the building/district goals and individual development, counselors meeting or exceeding district expectation (proficient or distinguished) will work in conjunction with their principal and will be given more choice and responsibility in developing their PDPs.

## GUIDING PRINCIPLES

The following principles guide the developmental growth of guidance counselors in a collaborative process of reflection.

- X The Performance-Based Guidance Counselor Evaluation model includes processes that address professional development and guidance counselor evaluation. Professional development supports the guidance counselor in improving performance on an ongoing basis while the guidance counselor evaluation serves organizational decision-making.
- X Proficient or distinguished is the performance standard expected of all guidance counselors. Those who are working below the proficient level of performance on any criteria/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
- X Adequate time and opportunity will be provided for guidance counselors to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- X Evaluation criteria/descriptors address both students and guidance counselors. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- X The process of guidance counselor evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- X A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year guidance counselors and guidance counselors new to the school community.
- X Evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating guidance counselor professional development.
- X The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school building goals, and the district's strategic plan.
- X Sufficient orientation will be provided to train guidance counselors in the district's evaluation and professional growth process. Building-level meetings will be held to properly train guidance counselors in the evaluation model.
- X All guidance counselors will develop and maintain a professional portfolio that documents the identified evaluation criteria/descriptors.
- X All guidance counselors will have a Professional Development Plan (PDP). The Professional Development Plan will vary based on the proficiency of the guidance

counselor as determined by the administrator/supervisor.

- X As guidance counselors develop their PDPs, close attention should be paid to the requirements for PCI, PCII, and CPC state certification.
- X The District's Professional Development Committee will serve as a resource to provide guidance counselors with professional opportunities related to their individual PDP.
- X Guidance counselors working on the Professional Development Options Plan should limit the scope to one or two so as not to focus on too many performance areas at once.

## First and Second Year Guidance Counselors

During the annual development/evaluation cycle, the 1<sup>st</sup> and 2<sup>nd</sup> year guidance counselor will:

- X Collect and share data related to performance criteria/descriptors. Guidance counselors need to keep an on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for guidance counselor performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the guidance counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data, and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. Guidance counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The teaching portfolio is a documentary history of a guidance counselor's learning process against a set of teaching standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the guidance counselor as a professional, reflecting his or her philosophy and practice. It is an articulation of who one is as a guidance counselor. This is fully realized only through the guidance counselor's deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifacts inclusion within the framework of the standards, and (3) conveys what the guidance counselor has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the guidance counselor to document or support meeting the teaching standards. Guidance counselors should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the guidance counselor evaluation process. They may be included in the guidance counselor portfolio if appropriate but they do not have to be included in order to support guidance counselor evaluation.

Conduct a self-assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 1<sup>st</sup> and 2<sup>nd</sup> year guidance counselors, the administrator will:

- X Conduct three formal observations. A minimum of one scheduled and two unscheduled observations will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Formal observations may be increased as determined by the guidance counselor or the administrator.
- X Collect data related to performance criteria/descriptors. Administrator/supervisor may request additional data from the guidance counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the guidance counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The Guidance

Counselor Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the Guidance Counselor Evaluation Report and place the form in the guidance counselor's evaluation file. All data included in the guidance counselor's evaluation file should have been discussed with the guidance counselor prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the Guidance Counselor Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the Guidance Counselor Evaluation Report and is a rubric, which formally summarizes the developmental level of performance for the guidance counselor on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the guidance counselor to discuss the Summative Evaluation in the Guidance Counselor Evaluation Report on or before March 1.

The 1<sup>st</sup> and 2<sup>nd</sup> year guidance counselor and administrator/supervisor will:

- X Work with a mentor and the administrator/supervisor. The mentor is to be provided for first and second year guidance counselors. The mentor should assist the guidance counselor in developing his/her evaluation portfolio and should observe and be observed by the 1st/2nd year guidance counselor. Time for planning and interacting will be provided for both the mentor and the 1st/2nd year guidance counselor. The mentor should observe the 1st/2nd year guidance counselor teaching a lesson and provide for reflective feedback prior to the 1st/2nd year guidance counselor being observed by the administrator/supervisor. Legally, the mentor will never take part in any formal evaluative activities of the 1st/2nd year guidance counselor.
- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. A 1st/2nd year guidance counselor will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. The PDP will provide focus for progress towards proficiency related to the designated 1st/2nd year guidance counselor essential performance criteria/descriptors. Professional Development Plans will be categorized as enrichment, progressing, or noted for development. To participate in an Enrichment PDP, a guidance counselor must be proficient in all performance criteria/descriptors. If a guidance counselor is not performing at a proficient level, the PDP will indicate they are progressing toward proficiency or are noted for development. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

Noted for development and progressing PDPs will be written in response to an observed deficiency, unplanned data, an artifact document or other information that indicates concern regarding a specific criterion/descriptor. They should be discussed and presented to the guidance counselor within a reasonable amount of time. The mentor may also assist the non-tenured guidance counselor in the remediation of deficiencies as listed in the PDP, but the mentor's involvement will not become part of the formal evaluation process.

While the noted for development and progressing PDPs should represent consensus between the guidance counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the guidance counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

# First and Second Year Guidance Counselors in District

## The Guidance Counselor Will:

Collect and share data related to performance criteria/descriptors

Develop a portfolio

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self-assessment on the Self Evaluation Form.

## The Administrator Will:

Conduct three formal observations annually: \*

- one scheduled with pre- and post-observation conference (complete the feedback section of the Guidance Counselor Evaluation Report)
- two unscheduled with post-observation conferences (complete the feedback section of the Guidance Counselor Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of guidance counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Guidance Counselor Evaluation Report by March 1.

## The Guidance Counselor and Administrator Will:

Work with guidance counselor, mentor, and administrator/supervisor

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

- X Minimum Standard - Formal observation may be increased at the request of the guidance counselor or as determined by the administrator.

## Third through Fifth Year Guidance Counselors

During the annual development/evaluation cycle, the 3<sup>rd</sup> through 5<sup>th</sup> year guidance counselor will:

- X Collect and share data related to performance criteria/descriptors. Guidance counselor needs to keep on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for guidance counselor performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the guidance counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. Guidance counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The teaching portfolio is a documentary history of a guidance counselor's learning process against a set of teaching standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the guidance counselor as a professional, reflecting his or her philosophy and practice. It is an articulation of who one is as a guidance counselor. This is fully realized only through the guidance counselor's deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifacts inclusion within the framework of the standards, and (3) conveys what the guidance counselor has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the guidance counselor to document or support meeting the teaching standards. Guidance counselors should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the guidance counselor evaluation process. They may be included in the guidance counselor portfolio if appropriate but they do not have to be included in order to support guidance counselor evaluation.

Conduct a self-assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 3<sup>rd</sup> through 5<sup>th</sup> year guidance counselors, the administrator will:

- X Conduct two formal observations. A minimum of one scheduled and one unscheduled observation will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Formal observations may be increased as determined by the guidance counselor or the administrator.
- X Collect data related to performance criteria/descriptors. The administrator/supervisor may request additional data from the guidance counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the guidance counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The Guidance

Counselor Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the Guidance Counselor Evaluation Report and place the form in the guidance counselor's evaluation file. All data included in the guidance counselor's evaluation file should have been discussed with the guidance counselor prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the Guidance Counselor Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the Guidance Counselor Evaluation Report and is a rubric, which formally summarizes the developmental level of performance for the guidance counselor on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the guidance counselor to discuss the Summative Evaluation in the Guidance Counselor Evaluation Report on or before March 1.

The 3<sup>rd</sup> through 5<sup>th</sup> year guidance counselor and administrator will:

- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. A 3<sup>rd</sup> - 5<sup>th</sup> year guidance counselor will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. The PDP will provide focus for progress towards proficiency related to the performance criteria/descriptors. Professional Development Plans will be categorized as enrichment, progressing, or noted for development. To participate in an Enrichment PDP, a guidance counselor must be proficient in all performance criteria/descriptors. If a guidance counselor is not performing at a proficient level, the PDP will indicate he/she is progressing toward proficiency or is noted for development. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

Noted for development and progressing PDPs will be written in response to an observed deficiency, unplanned data, an artifact document or other information that indicates concern regarding a specific criterion/descriptors. They should be discussed and presented to the guidance counselor within a reasonable amount of time.

While the noted for development and progressing PDPs should represent consensus between the guidance counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the guidance counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

## Third through Fifth Year Guidance Counselors in District

### The Guidance Counselor Will:

Collect and share data related to performance criteria/descriptors

Develop a portfolio

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Conduct a self assessment on the self evaluation form

### The Administrator Will:

Conduct two formal observations annually:\*

- one scheduled with pre- and post-observation conference (complete the feedback section of the Guidance Counselor Evaluation Report)
- one unscheduled with post-observation conference (complete the feedback section of the Guidance Counselor Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of guidance counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Guidance Counselor Evaluation Report by March 1.

### The Guidance Counselor and Administrator Will:

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

- X Minimum Standard - Formal observation may be increased at the request of the guidance counselor or as determined by the administrator.

## Tenured Guidance Counselor

During the three-year development/evaluation cycle, the tenured guidance counselor will:

- X Collect and share data related to performance criteria/descriptors. Guidance counselors need to keep an on-going collection of data related to the criteria/descriptors. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and portfolios, web sites, inservice participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for guidance counselor performance. Refer to pages 17-19 for specific standards, criteria, and descriptors.
- X Provide data as requested by administrator. In addition to items requested by the administrator/supervisor, the guidance counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference.
- X Develop/update and present a portfolio. A portfolio will house documentation, data, and samples of reflections to demonstrate proficiency related to the district performance criteria/descriptors. Guidance counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

The teaching portfolio is a documentary history of a guidance counselor's learning process against a set of teaching standards. The portfolio is much more than an elaborate scrapbook or collection of written documents. It is an individualized portrait of the guidance counselor as a professional, reflecting his or her philosophy and practice. It is an articulation of which one is as a guidance counselor. This is fully realized only through the guidance counselor's deliberate selection of artifacts and thoughtful reflection that (1) describes the artifact, (2) justifies the artifacts inclusion within the framework of the standards, and (3) conveys what the guidance counselor has learned about him/herself and the practice of teaching.

An artifact is defined broadly as any evidence used by the guidance counselor to document or support meeting the teaching standards. Guidance counselors should not submit separate artifacts to support each standard; a limited number of artifacts (8-12) should be carefully chosen to document competency against the entire set of standards. This necessitates artifacts and accompanying reflections that meet more than one standard.

Written documents and data from observations/conversations are valuable to the guidance counselor evaluation process. They may be included in the guidance counselor portfolio if appropriate but they do not have to be included in order to support guidance counselor evaluation.

Conduct a self-assessment. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the three-year development/evaluation cycle for a tenured guidance counselor, the administrator will:

- X Conduct two formal observations. A minimum of one scheduled and one unscheduled observation will be conducted during the three-year cycle. Scheduled observations will include pre-and post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Unscheduled observations will include post-observation conferences and the completion of the feedback section of the Guidance Counselor Evaluation Report. Formal observations may be increased by the guidance counselor or the administrator/supervisor.

- X Collect data related to performance criteria/descriptors. The administrator/supervisor may request additional data from the guidance counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the guidance counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors. The Guidance Counselor Evaluation Report indicates through what means the data will generally be gathered (WD=Written Documents or O/C=Observation/Conversation).

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the feedback/documentation section of the Guidance Counselor Evaluation Report and place the form in the guidance counselor's evaluation file. All data included in the guidance counselor's evaluation file should have been discussed with the guidance counselor prior to being placed in the file. Data collected during formal observations will be documented in the feedback section of the Guidance Counselor Evaluation Report.

- X Develop and discuss summative evaluation. The administrator/supervisor will utilize collected data from the portfolio, observations, artifacts, documentation, and unplanned data to complete the Summative Evaluation. The Summative Evaluation is in the Guidance Counselor Evaluation Report and is a rubric, which formally summarizes the developmental level of performance for the guidance counselor on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion. The administrator/supervisor will conference with the guidance counselor to discuss the Summative Evaluation in the Guidance Counselor Evaluation Report on or before May 1.

## The Tenured Guidance Counselor and Administrator Will:

- X Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. Professional development for the tenured guidance counselor is a collaborative effort facilitated by the administrator/supervisor and guidance counselor. The guidance counselor, with the approval of his or her administrator/supervisor, is responsible for the development and completion of the plan. Tenured guidance counselors who are proficient in all performance criteria/descriptors should have the opportunity to select from Professional Development Plan options during non-summative years. As part of the process, each guidance counselor will conduct a self-assessment, select (together with the administrator/supervisor) suitable goals for focus, and then develop and implement a Professional Development Plan. This should occur on an annual basis; however, Professional Development Plans may be of multi-year design and may involve collaboration with colleagues. The tenured guidance counselor in the development phase of the cycle will conduct the process, resulting in documentation of enhanced skill and reflection. The data are collected and maintained by the guidance counselor and are used in the annual professional development conferences with the administrator/supervisor. Guidance counselors should retain their Professional Development Plans and respective information and may use them in documenting criteria/descriptors during the four-year evaluation cycle. If a tenured guidance counselor does not implement the PDP, the administrator/supervisor may choose to place the guidance counselor on an annual evaluation cycle and/or on progressing or noted for development PDPs.

The administrator/supervisor and guidance counselor should engage in a professional development conference early in each school year to discuss the guidance counselor's options for the professional development process. This should allow the administrator/supervisor to insure that areas in which the guidance counselor wishes to focus and those aspects of practice, which the guidance counselor believes can make a contribution to the work of colleagues and the school or school community. Each guidance counselor must submit a completed proposal to his/her administrator/supervisor for approval prior to October 15. In some cases, the guidance counselor and administrator/supervisor may wish to determine a plan prior to the end of the previous school year. This would allow the guidance counselor the opportunity to integrate district-provided professional opportunities, graduate work, summer workshops, travel, or other events into the plan including reflection and collegial work with other guidance counselors.

Tenured guidance counselors will be formally evaluated on a three-year cycle. The administrator/supervisor has the responsibility to observe the guidance counselor on a regular basis and may receive unplanned and artifact data. A tenured guidance counselor not meeting expectations on all criterion/descriptors may be reassigned from the professional development options plan to an annual evaluation cycle with administrator/supervisor initiated PDPs. If the administrator/supervisor determines the guidance counselor is not meeting performance expectation(s), a progressing or noted for development PDP should be in place. The PDP will provide focus for progress towards proficiency related to the performance criteria/descriptors which are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, failure to reach proficiency may jeopardize employment with the district. Noted for development and progressing PDPs should be in response to an observed deficiency, unplanned data, an artifact document, or other information that indicates concern regarding a specific criterion/descriptor. They should be discussed and presented to the guidance counselor within a reasonable amount of time.

While the noted for development and progressing PDPs should represent consensus between the guidance counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final.

- X Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the PDP(s) and to discuss the portfolio. During the conference, a review of the performance criteria/descriptors, the guidance counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

## Tenured Guidance Counselor

### The Guidance Counselor Will:

Collect and share data related to performance criteria/descriptors

Present updated portfolio for annual professional development conference

Provide data as requested by administrator/supervisor, plus

- Pre-Observation Form
- Lesson Reflection Sheet

Request additional observations by administrator if desired

Conduct a self assessment on the Self Evaluation Form

### The Administrator Will:

Conduct two formal observations during 3 year cycle:\*

- One scheduled with pre- and post-observation conference (complete the feedback section of the Guidance Counselor Evaluation Report)
- One unscheduled with post-observation conference (complete the feedback section of the Guidance Counselor Evaluation Report)

Collect data related to performance criteria/descriptors:

- as requested of guidance counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Guidance Counselor Evaluation Report by May 1.

### The Guidance Counselor and Administrator Will:

Develop PDPs based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals

Hold annual Professional Development Conference with administrator to develop or review PDPs and discuss portfolio

- X Minimum Standard - Formal observation may be increased at the request of the guidance counselor or as determined by the administrator.

## **Summative Evaluation:**

All guidance counselors will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation summarizes the administrator's/supervisor's rating of performance for each criteria/descriptor. The Summative Evaluation is a section of the Guidance Counselor Evaluation Report.

Non-tenured and tenured guidance counselors both have the opportunity to dispute information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party (administrator/supervisor or guidance counselor) and included with the report. Written comments by either party must be shared within five calendar days of the conference and appended to the original copy of the Guidance Counselor Evaluation Report. The guidance counselor, the administrator/supervisor, and the Department of Human Resources will retain copies of the report.

## Evaluation Timeline

	Non-Tenured					Tenured		
<b>Year</b>	1	2	3	4	5	1	2	3
<b>Formal Evaluation</b>	Yes	Yes	Yes	Yes	Yes	**	**	Yes
<b>Scheduled Observation</b>	1	1	1	1	1	-	-	1
<b>Non-Scheduled Observation</b>	2	2	1	1	1	-	-	1
<b>Drop-In Observation</b>	R E G U L A R					R E G U L A R		
<b>PDP D-Development P-Progressing E-Enrichment</b>	Yes (D or P)	Yes (D or P)	Yes (D, P or E)*	Yes (D, P or E)*	Yes (D, P or E)*	Yes (E)** D or P	Yes (E)** D or P	PDP should align with portfolio
<b>Portfolio Required</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes should be collected during 3 years
<b>Administrator and Guidance Counselor Meet</b>	Administrator meets to discuss management of portfolio and PDP as it relates to performance, school improvement, and strategic plan early in the school year.					Administrator meets to discuss management of portfolio and PDP as it relates to performance, school improvement, and strategic plan early in the school year.		
<b>Administrator Observes Classroom</b>	Administrator observes classroom instruction with Pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.		
<b>Data Collection</b>	Guidance counselor and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Guidance counselor implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.		
<b>Summative Evaluation</b>	Administrator holds conference to review data collected and completes summative evaluation by <u>March 1</u> .					Administrator holds conference to review PDP or, if on summative evaluation, all data will be collected and completed. Summative evaluation by <u>May 1</u> .		

\* Indicates administrator/supervisor and option to whether developmental or enrichment plan will be implemented.

\*\* Indicates observation, only if needed, as determined by administrator/supervisor. Tenured guidance counselors not meeting all performance criteria/descriptors will be placed on an annual cycle and can not participate in the Professional Development Options Plan.

Drop-in observations by the administrator/supervisor are encouraged on a regular basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events.

# Samples of Professional Development Options Plan

## Option A

### Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria/descriptors and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs or could open new areas of research. The Action Research topic must be approved by the administrator/supervisor. The topic for research could be an issue, strategy, or theme such as lowering dropout rate, cooperative learning, building teams, increasing achievement, technology, or assessment. Each guidance counselor involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator/supervisor, or business partner. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

## Option B

### Professional Review Process

This option allows the guidance counselor to use individual reflection to grow professionally. The guidance counselor should be videotaped during three or more teaching sessions, focusing on one or more criteria/descriptors. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR guidance counselor, business partner, or representative from an educational agency or university staff development program could also observe the guidance counselor. The guidance counselor should document, by written reflection, the observation and the conference held with the outside observer. The guidance counselor's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on his/her professional growth during the process. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

## Option C

### Individualized Professional Activity

This option allows the guidance counselor to work individually on specific areas approved by the administrator/supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria/descriptors, school improvement, and/or strategic plan goals.

## Option D

### Collaborative Professional Plan

This option allows the tenured guidance counselor to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. The guidance counselor uses the documentation to write a reflection of the experiences and how it has effected the guidance counselor's own practices. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

## Option F

### School-Wide/District-Wide Action Research

This option allows the tenured guidance counselor with significant experience to work collaboratively on a project outlined in a school/building School Improvement Plan or strategic plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross discipline/cross district teams. The project must be approved by the administrator/supervisor. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

## Option G

### Collaborative Examination

Individual and/or collaboration examination of current research in the area of one or more of the evaluation standards, criteria, or descriptors for good teaching. This information will be entered into a database by the guidance counselor for guidance counselors/administrators to access and utilize via the web.

Option H

Guidance counselor Leadership

This option provides guidance counselors with opportunities for guidance counselor leadership activities. The opportunities may focus on: Adult development to evoke reflection in others, enable others to self evaluate, and encourage/support others in being productive, respectful, caring, trusted members of the school community. Organizational change by engaging others in forward thinking and planning based on shared core values, initiates actions toward innovative change, and takes responsibility for the support and development of systems for new and student guidance counselors. The project must be approved by the administrator/supervisor. This plan should specifically relate to criteria/descriptors, school improvement, and/or strategic plan goals.

# Standards and Criteria for Performance-Based Guidance Counselor Evaluation

## Standard 1: Guidance Curriculum

- Criterion 1A Instructional Process: Professional school counselors implement the building guidance curriculum.
- Criterion 1B Structured Groups/Classroom Presentations: Professional school counselors deliver guidance curriculum activities through such strategies as structured groups and classroom presentations.

## Standard 2: Individual Planning

- Criterion 2A Placement: Professional school counselors assist students in making the transition from grade to grade and school to school or school to work.
- Criterion 2B Appraisal: Professional school counselors work with students in analyzing test data and evaluating their abilities, interests, skills, and achievements.
- Criterion 2C Educational and Occupational Planning: Professional school counselors work with students to use personal-social, educational, and career information in planning personal, educational and occupational goals.

## Standard 3: Responsive Services

- Criterion 3A Individual/Small Group Counseling: Professional school counselors provide individual or small group counseling for students who are experiencing educational difficulties personal concerns, or normal developmental tasks.
- Criterion 3B Referral: Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse and terminal illness.
- Criterion 3C Consultation: Professional school counselor provide help to parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.

## Standard 4: Professional Responsibilities

- Criterion 4A Systems Support: Professional school counselors support various building activities.
- Criterion 4B Interpersonal Relationships: Demonstrates positive interpersonal relationships with staff, parents/guardians and students.
- Criterion 4C Professional Responsibilities
- Criterion 4D Relationships with Colleagues

# Guidance Counselor Evaluation Criteria with Descriptors

Note: Criteria-The items used to evaluate the guidance counselors performance. The criteria describe the behavior of the students and guidance counselor or the skill of the guidance counselor related to effective performance.

Descriptors-Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.

## Standard 1: Guidance Curriculum

Criterion 1A.	Instructional Process: Professional school counselors implement the building guidance curriculum.
Descriptor 1:	Conducts guidance learning activities as planned in conjunction with school administrators and teachers.
Descriptor 2:	Consults with and serves as a resource person for teachers to facilitate the infusion of guidance activities into the regular education curricula.
Criterion 1B	Structured Groups/Classroom Presentations: Professional school counselors deliver guidance curriculum activities through such strategies as structured groups and classroom presentations.
Descriptor 3:	Conducts structured, goal-oriented group sessions to meet the identified needs of groups of students.
Descriptor 4:	Conducts structured, goal-oriented individual sessions to meet the identified needs of individual students.

## Standard 2: Individual Planning

Criterion 2A	Placement: Professional school counselors assist students in making the transition from grade to grade and school to school or school to work.
Descriptor 5:	Establishes effective liaisons with the various grade levels or instructional departments.
Descriptor 6:	Assists students' transition from one grade level to the next.
Descriptor 7:	Provides orientation activities for students new to the school.
Descriptor 8:	Participates in orientation programs for incoming parents and students.
Descriptor 9:	Collaborates with other school staff in the placement of students with IEPs, 504s, enrichment and other special needs programs.
Criterion 2B	Appraisal: Professional school counselors work with students in analyzing test data and evaluating their abilities, interests, skills, and achievements.
Descriptor 10:	Informs students and/or parents of test results.
Descriptor 11:	Helps students evaluate their current strengths and weaknesses.
Descriptor 12:	Facilitates goal setting strategies with individual students and to review those goals annually.
Criterion 2C	Educational and Occupational Planning: Professional school counselors work with students to use personal-social, educational, and career information in planning personal, educational and occupational goals.
Descriptor 13:	Provides resources and information to assist in career awareness, career exploration
Descriptor 14:	Assists students and/or parents with educational and/or career planning.

## Standard 3: Responsive Services

Criterion 3A	Individual/Small Group Counseling: Professional school counselors provide individual or small group counseling for students who are experiencing educational difficulties, personal concerns, or normal developmental tasks.
Descriptor 15:	Acts as an advocate for students as appropriate in conjunction with other staff.
Descriptor 16:	Promotes positive self-image in students.
Descriptor 17:	Gives time willingly to provide for a student's academic and personal needs.
Descriptor 18:	Respects the rights of others to hold differing views and values.
Descriptor 19:	Encourages students to develop to their fullest potential.
Descriptor 20:	Recognizes that students' emotional/physical well-being affects learning.
Descriptor 21:	Gives time willingly to provide for a student's academic and personal needs.
Descriptor 22:	Assists students in dealing with success and failure.
Criterion 3B	Referral: Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse and terminal illness.
Descriptor 23:	Consults and coordinates with appropriate community resources, such as psychologists, nurses, administrators, social service agencies, and physicians.
Descriptor 24:	Recognizes and deals effectively with crisis issues (e.g., substance abuse, child abuse, suicidal behavior, mood changes).
Descriptor 25:	Shows sensitivity to physical development and special health needs students.
Criterion 3C	Consultation: Professional school counselors provide help to parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.
Descriptor 26:	Participates in staffing, including special education, diagnostic and team meetings.
Descriptor 27:	Facilitates conferences with teachers, students, and parents.
Descriptor 28:	Assists families with school-related problems.
Descriptor 29:	Conducts or provides opportunities for parent education programs.
Descriptor 30:	Assists other school staff in designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).

## Standard 4: Professional Responsibilities

Criterion 4A	Systems Support: Professional school counselors support various building activities.
Descriptor 31:	Participates with the administration and faculty as a team member in the implementation of the district testing program.
Descriptor 32:	Interprets test results to faculty and staff.
Descriptor 33:	Works cooperatively with staff in planning and implementing educational activities, which reflect the best interest of the students.
Descriptor 34:	Shares ideas, materials, and methods with other staff.
Criterion 4B	Interpersonal Relationships: Demonstrates positive interpersonal relationships with staff, parents/guardians and students.
Descriptor 35:	Relationships with colleagues
Descriptor 36:	Displays a positive attitude and interacts in a respectful and friendly manner.
Descriptor 37:	Uses discretion in handling confidential information and difficult situations.

- Descriptor 38: Initiates and maintains communication in the best interest of the students.
- Descriptor 39: Demonstrates respect, understanding, and acceptance of each student as an individual (regardless of sex, race, religion, age, national origin, handicap, or disability).
- Descriptor 40: Makes an effort to know each student as an individual.
- Descriptor 41: Provides a climate, which fosters communication between counselor and parents/patrons.
- Descriptor 42: Respects the rights of others to hold differing views and values.

Criterion 4C Professional Responsibilities

- Descriptor 43: Timeliness and Appropriateness
- Descriptor 44: Resolving Issues
- Descriptor 45: Service
- Descriptor 46: Attendance
- Descriptor 47: Decision Making
- Descriptor 48: Adherence to Policies

Criterion 4D Administrative Support

- Descriptor 49: Leadership
- Descriptor 50: Facilitation
- Descriptor 51: Public Relations
- Descriptor 52: Decision Making

# Glossary

Action Research	A process in which the guidance counselor plans, takes action, collect data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The personnel authorized to implement the evaluation process. (administrator, department chair, facilitator, coordinator, etc.)
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the guidance counselor but may be collected from other sources.
Criteria	The items used to evaluate the guidance counselor=s performance. The criteria describe the behavior of the students and guidance counselor or the skill of the guidance counselor related to effective performance.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur, as the administrator/supervisor deems appropriate.
Guidance Counselor Evaluation	The process of collecting data and making professional judgments about the performance and development of guidance counselors and for the purpose of personnel decision-making.
Guidance Counselor Evaluation Report	Report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating guidance counselors. The report has two major sections: Summative Evaluation and Feedback/Documentation.
Lesson Reflection Sheet	Form, which will be completed by the guidance counselor following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced guidance counselor who is assigned to guide and support a first- or second-year guidance counselor in the district.
Observation/Conversation	The Guidance Counselor Evaluation Report indicates which performance criteria/descriptors require the data be gathered through observation or conversation. Conversation may be between the administrator/supervisor and the guidance counselor, students, parents, staff, community, etc.
Peer Coach	A guidance counselor who collaborates with another guidance counselor for mutual support and instructional improvement.
Planned Data	Data regarding a guidance counselor, related to a specific criteria/descriptor and collected by the administrator/supervisor.

Portfolio		A guidance counselor=s collection of data reflecting performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Post-Observation Conference		A conference between the administrator/supervisor and the guidance counselor about data collected during an observation and other data submitted by the guidance counselor. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Guidance Counselor Evaluation Report to share at the conference.
Pre-Observation Conference		The interaction between administrator/supervisor and guidance counselor during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation Form will be completed by the guidance counselor prior to the conference.
Professional Development		Process designed to help guidance counselors improve on an ongoing basis.
Professional Development Plan		A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PDPs will be categorized as enrichment, progressing, and noted for development. If the guidance counselor is not performing at a proficient level or above on all criteria/descriptors, the PDP will indicate, they are progressing toward proficiency or are noted for development.
Scheduled Observation		A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the guidance counselor evaluation.
Scoring Guide		Descriptions of performance levels, which define levels of proficiency.
Summative Evaluation	T	he section of the Guidance Counselor Evaluation Report used to summarize the administrator=s/supervisor=s rating of performance for each criterion/descriptor at the end of the guidance counselor evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Supplemental Feedback Form		A form used when documenting only one or two criteria/descriptors.
Unscheduled Observation		An unannounced observation of twenty minutes or more, used to collect data for the guidance counselor evaluation.
Unplanned Data		Unsolicited data regarding a guidance counselor, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents		Any concrete examples of items, which are related to performance criteria/descriptors. The Guidance Counselor Evaluation Report indicates the criterion/descriptors for which the guidance counselor must provide written documents.

# Pre-Observation Form

The Pre-Observation Form is to be completed by the guidance counselor and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the guidance counselor=s reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Counselor \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_

<p>1. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.</p>	<p>2. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to student=s other learning?</p>
<p>3. How does this relate to what the students know and do at the end of this unit, according to the district=s curriculum guide? What prerequisite knowledge has been assumed or provided?</p>	<p>4. What instructional strategies will you use to ensure that all students are engaged in the activities and assignments?</p>
<p>5. What evidence of personalization for varying academic developmental levels of students exists in your lesson plan?</p>	<p>6. How will students be assessed? How will assessment criteria and exemplars be communicated to students?</p>
<p>7. What, in particular, do you want observed?</p>	<p>8. Are there any special circumstances of which to be aware?</p>
<p>Notes:</p>    	

\_\_\_\_\_  
Guidance Counselor' s Signature      Date

\_\_\_\_\_  
Administrator' s/Supervisor' sSignature      Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to guidance counselor and administrator/supervisor.

# Lesson Reflection Sheet

The Reflection Sheet will be completed by the guidance counselor following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria/descriptors.

Guidance Counselor \_\_\_\_\_ School \_\_\_\_\_

Date \_\_\_\_\_

<p>9. As I reflect on the lesson, to what extent were the students productively engaged in the work/discussion? How do I know?</p>	<p>10. How did the lesson allow for students to engage in appropriate rigorous activities and learning, consistent with the district=s curriculum guide?</p>
<p>11. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson?</p>	<p>12. Did I adjust my objectives or my strategies as I taught the lesson? Why? How?</p>
<p>13. If I had the opportunity to teach this lesson again, what would I do differently?</p>	<p>14. How will I alter this lesson, using the assessment results for individuals and groups of students?</p>
<p>15. What about this lesson would I share with others?</p>	<p>16. How did I establish a climate and encourage students to produce high quality work?</p>

Notes:

# Guidance Counselor Evaluation Report

Guidance Counselor \_\_\_\_\_ Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_ Administrator \_\_\_\_\_

Observation Dates \_\_\_\_\_ Evaluation Completion \_\_\_\_\_

## Standard 1: Guidance Curriculum

Summative Evaluation:

Criterion 1A: <b>Instructional Process:</b> Professional school counselors implement the building guidance curriculum.				
Descriptor 1: Conducts guidance learning activities as planned in conjunction with school administrators and teachers.				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Is unaware of guidance activities and/or does not plan with school staff for implementation of activities.  <input type="checkbox"/>	Is conscious of guidance activities but shows limited ability to plan and implement them.  <input type="checkbox"/>	Counselor regularly plans with staff and implements activities that meet the buildings guidance needs.  <input type="checkbox"/>	Counselor demonstrates exceptional ability to plan and implement guidance activities based on interaction with and feedback from staff concerning specific and anticipated needs of building.  <input type="checkbox"/>	
Descriptor 2: Consults with and serves as a resource person for teachers to facilitate the infusing of guidance activities into the regular education curricula when applicable.				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor demonstrates insufficient knowledge of guidance activities, which will support the classroom teacher. Counselor is seldom available to consult with staff.  <input type="checkbox"/>	Counselor demonstrates limited knowledge of curriculum activities that will support the classroom teacher and is available to consult with staff on a limited basis.  <input type="checkbox"/>	Counselor is an effective resource with knowledge of activities that can assist the classroom teacher with guidance needs and is readily available to consult with staff.  <input type="checkbox"/>	In addition to being an effective building resource, counselor displays extensive knowledge of guidance curriculum and actively seeks other resources to enhance guidance activities. Counselor is readily and consistently available to staff.  <input type="checkbox"/>	

Feedback and Dates  
type here

**Criterion 1B: Structured Groups/Classroom Presentations:** Professional school counselors deliver guidance curriculum activities through such strategies as structured groups and classroom presentations.

**Descriptor 3:** Conducts structured, goal-oriented group sessions to meet the identified needs of groups of students.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to conduct any structured group counseling sessions.  <input type="checkbox"/>	Counselor conducts groups with limited direction and definition of goals.  <input type="checkbox"/>	Counselor conducts goal-oriented group sessions for identified students.  <input type="checkbox"/>	In addition to conducting goal-oriented group sessions, the counselor evaluates and plans groups based on the feedback from the evaluation process.  <input type="checkbox"/>	

**Descriptor 4:** Conducts structured, goal-oriented individual sessions to meet the identified needs of individual students.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not available for individual counseling sessions.  <input type="checkbox"/>	Counselor is available to meet with individuals on a limited basis.  <input type="checkbox"/>	Counselor regularly conducts structured, goal-oriented, individual sessions to meet the identified needs of individual students.  <input type="checkbox"/>	Counselor consistently acquires new strategies for working with students meeting in a timely fashion, taking individual needs into account.  <input type="checkbox"/>	

Feedback and Dates  
type here

## Standard 2: Individual Planning

Summative Evaluation:

Criterion 2A: **Placement:** Professional school counselors assist students in making the transition from grade to grade and school to school or school to work.

Descriptor 5: Establishes effective liaisons with the various grade levels or instructional departments.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to establish effective liaisons with various grade levels or instructional departments.  <input type="checkbox"/>	Counselor occasionally establishes effective liaisons with various grade levels or instructional departments.  <input type="checkbox"/>	Effective liaisons between the counselor and various grade levels or instructional departments are in place.  <input type="checkbox"/>	Effective liaisons between the counselor and various grade levels or instructional departments are in place and liaisons are utilized on a consistent basis to contribute to the effective operation of the school.  <input type="checkbox"/>	

Descriptor 6: Assists students' transition from one grade level to the next.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assist in grade level transitions.  <input type="checkbox"/>	Counselor is minimally involved in assisting students with grade level transitions.  <input type="checkbox"/>	Counselor demonstrates efficient ability in assisting students in grade level transitions.  <input type="checkbox"/>	Counselor is actively involved in grade level transitions by planning/implementing student activities and consulting with staff.  <input type="checkbox"/>	

Descriptor 7: Provides orientation activities for students new to the school.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor provides no orientation activities to welcome new students into the school.  <input type="checkbox"/>	Counselor provides minimal orientation activities to welcome new students into the school.  <input type="checkbox"/>	Counselor provides structured orientation activities to welcome new students into the school.  <input type="checkbox"/>	Counselor provides structured orientation activities and attempts to make a personal connection with new students through conversations and other activities that foster a sense of association.  <input type="checkbox"/>	

Descriptor 8: Participates in orientation programs for incoming parents and students.				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not participate in orientation programs for incoming parents and students.  <input type="checkbox"/>	Counselor participates in orientation programs on a limited basis.  <input type="checkbox"/>	Counselor is an active participant in orientation programs for incoming parents and students.  <input type="checkbox"/>	In addition to being an active participant on orientation programs, counselor helps develop and organize orientation activities for parents and student.  <input type="checkbox"/>	

Descriptor 9: Collaborates with other school staff in the placement of students with IEPs, 504s, enrichment and other special needs programs.				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
No process exists for placement of special needs students.  <input type="checkbox"/>	Counselor makes some attempt to assist school staff in the placement of special needs students.  <input type="checkbox"/>	Counselor participates and assists in the process for addressing program placement of students with special needs.  <input type="checkbox"/>	Counselor participates and assists in the process for addressing program placement of students with special needs and monitors student progress.  <input type="checkbox"/>	

Feedback and Dates  
type here

Summative Evaluation:

Criterion 2B: **Appraisal:** Professional school counselors work with students in analyzing test data and evaluating their abilities, interests, skills, and achievements.

Descriptor 10: Informs students and/or parents of test results (if applicable).				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place to inform students and/or parents of test results.  <input type="checkbox"/>	Parents and students are informed of test results.  <input type="checkbox"/>	Parents and/or students are informed of test results and counselor is able to discuss those scores with them.  <input type="checkbox"/>	Counselor actively involves the parent and/or student in the interpretation of test scores and uses the results for educational planning.  <input type="checkbox"/>	

Descriptor 11: Helps students evaluate their current strengths and weaknesses.				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assist students in evaluating their current strengths and weaknesses.  <input type="checkbox"/>	Counselor helps students evaluate their current strengths and weaknesses to a limited extent.  <input type="checkbox"/>	Counselor helps students recognize strengths and develop strategies for enhancing weaknesses.  <input type="checkbox"/>	Counselor has taught students how to recognize strengths and develop strategies for enhancing their strengths and weaknesses.  <input type="checkbox"/>	

Descriptor 12: Facilitates goal setting strategies with individual students and to review those goals annually.				Evaluation Based on:
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place for setting educational or career goals with students.  <input type="checkbox"/>	Counselors help students plan educational and career goals.  <input type="checkbox"/>	Counselor helps students plan educational and career goals and review those goals annually.  <input type="checkbox"/>	Counselor actively involves the parent and student in goal setting activities and assists in the development of a comprehensive educational and/or career plan.  <input type="checkbox"/>	

Feedback and Dates  
type here

Summative Evaluation:

**Criterion 2C: Educational and Occupational Planning:** Professional school counselors work with students to use personal-social, educational, and career information in planning personal, educational and occupational goals.

Descriptor 13: Provides resources and information to assist in career awareness, career exploration, and career planning (when applicable).				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unfamiliar with resources and information to assist with career development.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor displays general understanding but does not use knowledge to assist student development.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor displays thorough understanding of career resources and information and shares appropriate information with student.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor persists in discovering career resources and creates activities, which provide for optimum age appropriate development.  <div style="text-align: center;"><input type="checkbox"/></div>	

Descriptor 14: Assists students and/or parents with educational and/or career planning (when applicable).				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place to assist students and/or parents with educational and/or career planning.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor assists students with educational and/or career planning.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor assists parents and students with educational and/or career planning.  <div style="text-align: center;"><input type="checkbox"/></div>	Counselor actively involves the parents and students in the development of comprehensive educational and/or career plans.  <div style="text-align: center;"><input type="checkbox"/></div>	

Feedback and Dates  
type here

## Standard 3: Responsive Services

Summative Evaluation:

**Criterion 3A: Individual/Small Group Counseling:** Professional school counselors provide individual or small group counseling for students who are experiencing educational difficulties personal concerns, or normal developmental tasks.

**Descriptor 15:** Acts as an advocate for students as appropriate in conjunction with other staff.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not advocate for individual students. <input type="checkbox"/>	Counselor provides minimal support for individual students. <input type="checkbox"/>	Counselor is able to effectively work with staff members in advocating for student needs. <input type="checkbox"/>	Counselor includes staff and community resource people to advocate for students when appropriate. <input type="checkbox"/>	

**Descriptor 16:** Promotes positive self-image in students.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not promote a positive self-image to students. <input type="checkbox"/>	Counselor is able to identify positive traits in students. <input type="checkbox"/>	Counselor assists students in identifying positive and negative traits and uses those to promote a more positive self-image. <input type="checkbox"/>	Counselor uses positive attitudes and interactions to develop a mutual respect among students. <input type="checkbox"/>	

**Descriptor 17:** Gives time willingly to provide for a student's academic and personal needs.

Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not willingly provide for students' needs. <input type="checkbox"/>	Counselor occasionally provides time for students' needs. <input type="checkbox"/>	Counselor willingly provides time to accommodate the students' needs. <input type="checkbox"/>	Counselor facilitates the inclusion of additional resources to provide for students academic and personal needs. <input type="checkbox"/>	

Descriptor 18: Respects the rights of others to hold differing views and values.				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not accept the rights and views of others. <input type="checkbox"/>	Counselor occasionally respects the rights and views of others. <input type="checkbox"/>	Counselor respects the rights of others to hold differing views and values. <input type="checkbox"/>	Counselor respects and encourages the rights of others to hold differing views and values. <input type="checkbox"/>	

Descriptor 19: Encourages students to develop to their fullest potential.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor offers no encouragement to students. <input type="checkbox"/>	Counselor offers limited encouragement to students. <input type="checkbox"/>	Counselor displays knowledge of students' skills and offers encouragement for development. <input type="checkbox"/>	Counselor recognizes the potential of each student and utilizes resources to assist student development. <input type="checkbox"/>	

Descriptor 20: Recognizes that students' emotional/physical well-being affects learning.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unaware of the relationship between students' emotional and physical well-being and how that affects learning. <input type="checkbox"/>	Counselor is aware of the relationship between students' emotional and physical well-being and how that affects learning. <input type="checkbox"/>	Counselor helps students develop positive emotional/ physical well-being. <input type="checkbox"/>	Counselor facilitates programs/activities that encourage and maintain the emotional and physical development and well-being of students. <input type="checkbox"/>	

Descriptor 21: Gives time willingly to provide for a student's academic and personal needs.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not willingly provide for students' needs.  <input type="checkbox"/>	Counselor occasionally provides time for students' needs.  <input type="checkbox"/>	Counselor willingly provides time to accommodate the individual's needs.  <input type="checkbox"/>	Counselor facilitates the inclusion of additional resources to provide for students' academic and personal needs.  <input type="checkbox"/>	

  

Descriptor 22: Assists students in dealing with success and failure.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor makes no effort to assist students dealing with success and failure.  <input type="checkbox"/>	Counselor occasionally initiates assistance to students in dealing with success and failure.  <input type="checkbox"/>	Counselor seeks out opportunities to assist students in dealing with success and failure.  <input type="checkbox"/>	Counselor consistently makes effort and utilizes other personnel and resources in dealing with success and failure.  <input type="checkbox"/>	

Feedback and Dates  
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**Criterion 3B: Referral:** Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse and terminal illness.

**Descriptor 23:** Consults and coordinates with appropriate community resources, such as psychologists, nurses, administrators, social service agencies, and physicians.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor has no knowledge of community resources available to meet the needs of students or parents.  <input type="checkbox"/>	Counselor displays limited awareness of available school, district, or community resources.  <input type="checkbox"/>	Counselor is aware of resources available through school, district, and community and knows how to gain access for students or parents.  <input type="checkbox"/>	In addition to being aware of available resources, counselor connects or coordinates referral of students and parents to available resources.  <input type="checkbox"/>	

**Descriptor 24:** Recognizes and deals effectively with crisis issues (e.g., substance abuse, child abuse, suicidal behavior, mood changes).

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not able to recognize and deal effectively with crisis issues.  <input type="checkbox"/>	Counselor is sometimes able to recognize and deal effectively with crisis issues.  <input type="checkbox"/>	Counselor is consistently able to recognize and deal effectively with crisis issues.  <input type="checkbox"/>	In addition to effectively recognizing and dealing with crisis issues, the counselor works actively with staff and outside resources to address crises.  <input type="checkbox"/>	

**Descriptor 25:** Shows sensitivity to physical development and special health needs students.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unsupportive of students' levels of physical development and special health needs.  <input type="checkbox"/>	Counselor displays limited knowledge and sensitivity to students' needs of physical development and special health needs.  <input type="checkbox"/>	Counselor is aware and sensitive to the physical development and special health needs of students and works in conjunction with the school nurse to make sure students' needs are being addressed.  <input type="checkbox"/>	Besides working with the school nurse, the counselor seeks information/support from additional resources and uses this information to help others become sensitive to the physical development and special needs of the students.  <input type="checkbox"/>	

Feedback and Dates  
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<b>Criterion 3C: Consultation:</b> Professional school counselors provide help to parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.				
<b>Descriptor 26:</b> Participates in staffing, including special education, diagnostic and team meetings.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not participate in staffing.  <input type="checkbox"/>	Counselor attends staffing but does not actively participate in the decision- making process.  <input type="checkbox"/>	Counselor attends and participates in staffing and utilizes the information to assist with the student's individual needs.  <input type="checkbox"/>	Counselor comes to staffing with the background knowledge of the student and is able to help develop intervention strategies to meet individual needs.  <input type="checkbox"/>	
<b>Descriptor 27:</b> Facilitates conferences with teachers, students, and parents.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not available for teachers, students, and parents.  <input type="checkbox"/>	Counselor displays limited ability to facilitate conferences with teachers, students and parents.  <input type="checkbox"/>	Counselor facilitates conferences and provides input, which could contribute to student success.  <input type="checkbox"/>	In addition to facilitating conferences, counselor comes prepared with knowledge of student needs, learning styles and strengths to help develop a plan for success.  <input type="checkbox"/>	
<b>Descriptor 28:</b> Assists families with school-related problems.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not recognize or assist families with school- related problems.  <input type="checkbox"/>	Counselor recognizes the need for assisting families with school-related problems.  <input type="checkbox"/>	Counselor displays knowledge of family needs and communicates suggestions for improvement.  <input type="checkbox"/>	Counselor monitors the progress of families with school- related problems and offers on-going feedback and assistance.  <input type="checkbox"/>	

Descriptor 29: Conducts or provides opportunities for parent education programs.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor has no recognition of parent needs and provides minimal opportunities for parent education programs.  <input type="checkbox"/>	Counselor recognizes the need for parent education, but provides little effort in coordinating or conducting parent education programs.  <input type="checkbox"/>	Counselor recognizes the needs of parents and provides opportunities for parent education programs and networking.  <input type="checkbox"/>	In addition to providing parent education opportunities, the counselor offers individual parenting assistance on an as-needed basis.  <input type="checkbox"/>	

Descriptor 30: Assists other school staff in designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
No process exists for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).  <input type="checkbox"/>	Counselor makes some attempt to assist school staff in designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).  <input type="checkbox"/>	Counselor participates and assists in the process for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).  <input type="checkbox"/>	Counselor facilitates staff in an established process for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).  <input type="checkbox"/>	

Feedback and Dates  
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## Standard 4: Professional Responsibilities

Summative Evaluation:

Criterion 4A: **Systems Support:** Professional school counselors support various building activities.

Descriptor 31: Participates with the administration and faculty as a team member in the implementation of the district testing program.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not involved in the district testing process.  <input type="checkbox"/>	Counselor participates in the implementation of the testing program on a limited basis.  <input type="checkbox"/>	Counselor is an active team participant in all aspects of the district testing process.  <input type="checkbox"/>	In addition to being an active participant in the implementation of the district testing process, the counselor uses feedback from faculty to improve testing procedures.  <input type="checkbox"/>	

Descriptor 32: Interprets test results to faculty and staff.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not understand or interpret test results to faculty and staff.  <input type="checkbox"/>	Counselor has some knowledge of test interpretation and makes some effort to communicate results to faculty and staff.  <input type="checkbox"/>	Counselor assists faculty and staff with test interpretations.  <input type="checkbox"/>	Counselor uses test interpretations to assist faculty with program development.  <input type="checkbox"/>	

Descriptor 33: Works cooperatively with staff in planning and implementing educational activities, which reflect the best interest of the students.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor avoids planning and implementing educational activities.  <input type="checkbox"/>	Counselor participates in planning and implementing educational activities.  <input type="checkbox"/>	Counselor makes a substantial contribution in the planning and implementing of educational activities.  <input type="checkbox"/>	Counselor assumes a leadership position in the planning and implementing of educational activities.  <input type="checkbox"/>	

Descriptor 34: Shares ideas, materials, and methods with other staff.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to share ideas, materials and methods with other staff.  <input type="checkbox"/>	Counselor sometimes shares ideas, materials, and methods with other staff.  <input type="checkbox"/>	Counselor not only shares ideas, materials and methods, but also collaborates with others to implement programs.  <input type="checkbox"/>	In addition to sharing and collaborating with staff, the counselor consistently seeks new information, which may allow for an optimum level of cooperation with staff.  <input type="checkbox"/>	

Feedback and Dates  
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Summative Evaluation:

Criterion 4B: <b>Interpersonal Relationships:</b> Demonstrates positive interpersonal relationships with staff, parents/guardians and students.				
Descriptor 35: Relationships with Colleagues				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor's relationships with colleagues are negative or self-serving.  <input type="checkbox"/>	Counselor maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.  <input type="checkbox"/>	Support, collaboration, and cooperation characterize relationships with colleagues.  <input type="checkbox"/>	Support, collaboration and cooperation characterize relationships with colleagues. Counselor takes initiative in assuming leadership among the faculty.  <input type="checkbox"/>	
Descriptor 36: Displays a positive attitude and interacts in a respectful and friendly manner.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not interact with students in a respectful and friendly manner.  <input type="checkbox"/>	Counselor inconsistently interacts with students in a respectful and friendly manner.  <input type="checkbox"/>	Counselor displays a positive attitude and is respectful and friendly.  <input type="checkbox"/>	Counselor uses attitudes and interactions to develop mutual respect among students, parents/guardians and staff.  <input type="checkbox"/>	

**Descriptor 37: Uses discretion in handling confidential information and difficult situations.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not use discretion and demonstrates little understanding of confidentiality.  <input type="checkbox"/>	Counselor inconsistently uses discretion in handling confidential information and difficult situations.  <input type="checkbox"/>	Counselor consistently uses discretion in handling confidential information and difficult situations.  <input type="checkbox"/>	Counselor consistently uses discretion in handling confidential information and difficult situations and assists others in their understanding of the importance of confidentiality.  <input type="checkbox"/>	

**Descriptor 38: Initiates and maintains communication in the best interest of the students.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not initiate communication concerning students.  <input type="checkbox"/>	Counselor infrequently initiates and maintains appropriate communication concerning students.  <input type="checkbox"/>	Counselor initiates and maintains clear and appropriate communication in the best interest of the students.  <input type="checkbox"/>	In addition to initiating and maintaining clear and appropriate communication, counselor utilizes communication to plan for the best interest of the students.  <input type="checkbox"/>	

**Descriptor 39: Demonstrates respect, understanding, and acceptance of each student as an individual (regardless of sex, race, religion, age, national origin, handicap, or disability).**

Level of Performance				Evaluation Based on: p
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not demonstrate respect, understanding or acceptance of individual differences in students.  <input type="checkbox"/>	Counselor inconsistently demonstrates respect for individual differences.  <input type="checkbox"/>	Counselor actively demonstrates respect for each student and his/her individual differences.  <input type="checkbox"/>	Counselor promotes programs or activities which encourage respect, understanding and acceptance of individual differences.  <input type="checkbox"/>	

**Descriptor 40: Makes an effort to know each student as an individual.**

Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor makes no effort to know each student as an individual  <input type="checkbox"/>	Counselor sometimes makes an effort to know each student as an individual  <input type="checkbox"/>	Counselor initiates activities and opportunities which allow him/her to get to know each student as an individual  <input type="checkbox"/>	Counselor consults with staff and parents and initiates activities and opportunities which allow him/her to get to know each student as an individual  <input type="checkbox"/>	

**Descriptor 41:** Provides a climate, which fosters communication between counselor and parents/patrons.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not provide a climate, which fosters communication between counselor and parents.  <input type="checkbox"/>	Counselor provides a climate, which sometimes fosters communication between counselor and parents.  <input type="checkbox"/>	Counselor consistently provides a climate, which actively encourages communication between counselor and parents.  <input type="checkbox"/>	Counselor continually looks for ways to improve and strengthen communication between counselor and parents.  <input type="checkbox"/>	

**Descriptor 42:** Respects the rights of others to hold differing views and values.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not accept the rights and views of others.  <input type="checkbox"/>	Counselor occasionally respects the rights and views of others.  <input type="checkbox"/>	Counselor respects the rights of others to hold differing views and values.  <input type="checkbox"/>	Counselor respects and encourages the rights of others to hold differing views and values.  <input type="checkbox"/>	

Feedback and Dates  
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Summative Evaluation:

Criterion 4C: Professional Responsibilities				
Descriptor 43: Timeliness and Appropriateness				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.  <input type="checkbox"/>	Counselor assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.  <input type="checkbox"/>	Counselor consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.  <input type="checkbox"/>	Counselor always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.  <input type="checkbox"/>	

Descriptor 44: Resolving Issues				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not select and use appropriate channels for resolving issues and problems.  <input type="checkbox"/>	Counselor selects and uses some appropriate channels for resolving issues and problems.  <input type="checkbox"/>	Counselor consistently selects and uses appropriate channels for resolving issues and problems.  <input type="checkbox"/>	Counselor always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.  <input type="checkbox"/>	

Descriptor 45: Service				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor avoids becoming involved in school events.  <input type="checkbox"/>	Counselor participates in school events when specifically asked.  <input type="checkbox"/>	Counselor volunteers to participate in school events, making substantial contribution.  <input type="checkbox"/>	Counselor makes a substantial contribution in school and district events, assuming a leadership role in at least some aspects of school life.  <input type="checkbox"/>	

Descriptor 46: Attendance				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is frequently absent and/or reports to work late or leaves early.  <input type="checkbox"/>	Counselor's attendance is inconsistent and/or arrives late/leaves early occasionally.  <input type="checkbox"/>	Counselor consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.  <input type="checkbox"/>	Counselor is rarely absent or late unless the situation is of an emergency nature.  <input type="checkbox"/>	

Descriptor 47: Decision Making				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Teacher makes decisions based on self-serving interests.  <input type="checkbox"/>	Teacher's decisions are based on limited though genuinely professional considerations.  <input type="checkbox"/>	Teacher maintains an open mind and participates in decision making based on high professional standards.  <input type="checkbox"/>	Teacher takes a leadership role in decision making and helps ensure that such decisions are based on the highest professional standards.  <input type="checkbox"/>	

Descriptor 48: Adherence to Policies				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Teacher is uncooperative or noncompliant about district/school policy/policies and procedure(s) and program regulation(s).  <input type="checkbox"/>		Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.  <input type="checkbox"/>	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.  <input type="checkbox"/>	

Feedback and Dates  
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**Criterion 4D: Administrative Support:** Professional school counselors provide building-level administrative support.

**Descriptor 49: Leadership**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
<p>Counselor does not demonstrate leadership abilities and is not viewed by staff as a leader.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor's leadership abilities are inconsistent and staff occasionally views counselor as a leader.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor demonstrates command of designated leadership role as assigned by principal. Staff accepts counselor as a leader.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor demonstrates command of designated leadership role as assigned by principal and initiates building level initiatives. Staff seeks out counselor for leadership, advice and direction.</p> <p style="text-align: center;"><input type="checkbox"/></p>	

**Descriptor 50: Facilitation**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
<p>Counselor does not seek additional information and resources to provide assistance to teachers, parents and students. Counselor does not facilitate meetings in a timely manner and does not intervene in a way that promotes respect for others.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor usually seeks additional information and resources to provide assistance to teachers, parents and students. Counselor does not consistently facilitate meetings in a timely manner. Counselor inconsistently intervenes in a way that promotes respect for others.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor seeks additional information and resources to provide assistance to teachers, parents and students. Counselor consistently facilitates meetings in a timely manner and consistently intervenes in a way that promotes respect for others.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor always seeks additional resources and information to provide skillful assistance to teachers, parents and students. Counselor consistently facilitates meetings in a timely manner and consistently intervenes in a way that promotes respect for others.</p> <p style="text-align: center;"><input type="checkbox"/></p>	

**Descriptor 51: Public Relations**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
<p>Counselor does not demonstrate positive, professional relationships with teachers and parents and communicates ineffectively with parents, teachers and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor inconsistently demonstrates positive, professional relationships and effective communication skills with parents, teachers and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>Counselor demonstrates positive, professional relationships and effective communication skills with parents, teachers and community.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>In addition to consistently demonstrating positive, professional relationships and effective communication skills with parents, teachers and community, the counselor handles difficult situations with diplomacy.</p> <p style="text-align: center;"><input type="checkbox"/></p>	

Descriptor 52: Decision-Making				
Level of Performance				Evaluation Based on:
Unsatisfactory	Basic	Proficient	Distinguished	*
Counselor does not demonstrate leadership in problem solving and decision making skills. Counselor does not consider alternatives before making decisions; is not confident and decisive.	Counselor inconsistently demonstrates leadership in problem solving and decision making skills. Counselor inconsistently considers alternatives before making decisions.	Counselor always demonstrates leadership in problem solving and decision making skills. Considers alternatives before making decisions; is confident and decisive.	Counselor takes leadership role in problem solving and decision making. Helps to ensure that such decisions are based on the highest professional standards.	

Feedback and Dates

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Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

Observation Date \_\_\_\_\_ Conference Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_



# Guidance Counselor Self Evaluation Form

Guidance Counselor \_\_\_\_\_ Tenured \_\_\_\_\_ Non-Tenured \_\_\_\_\_

Self Evaluation Completion \_\_\_\_\_

## Standard 1: Guidance Curriculum

Summative Evaluation:

<b>Criterion 1A: Instructional Process:</b> Professional school counselors implement the building guidance curriculum.				
<b>Descriptor 1:</b> Conducts guidance learning activities as planned in conjunction with school administrators and teachers.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Is unaware of guidance activities and/or does not plan with school staff for implementation of activities.	Is conscious of guidance activities but shows limited ability to plan and implement them.	Counselor regularly plans with staff and implements activities that meet the buildings guidance needs.	Counselor demonstrates exceptional ability to plan and implement guidance activities based on interaction with and feedback from staff concerning specific and anticipated needs of building.	
<b>Descriptor 2:</b> Consults with and serves as a resource person for teachers to facilitate the infusing of guidance activities into the regular education curricula.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor demonstrates insufficient knowledge of guidance activities, which will support the classroom teacher. Counselor is seldom available to consult with staff.	Counselor demonstrates limited knowledge of curriculum activities that will support the classroom teacher and is available to consult with staff on a limited basis.	Counselor is an effective resource with knowledge of activities that can assist the classroom teacher with guidance needs and is readily available to consult with staff.	In addition to being an effective building resource, counselor displays extensive knowledge of guidance curriculum and actively seeks other resources to enhance guidance activities. Counselor is readily and consistently available to staff.	

**Criterion 1B: Structured Groups/Classroom Presentations:** Professional school counselors deliver guidance curriculum activities through such strategies as structured groups and classroom presentations.

**Descriptor 3:** Conducts structured, goal-oriented group sessions to meet the identified needs of groups of students.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to conduct any structured group counseling sessions.	Counselor conducts groups with limited direction and definition of goals.	Counselor conducts goal-oriented group sessions for identified students.	In addition to conducting goal-oriented group sessions, the counselor evaluates and plans groups based on the feedback from the evaluation process.	

**Descriptor 4:** Conducts structured, goal-oriented individual sessions to meet the identified needs of individual students.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not available for individual counseling sessions.	Counselor is available to meet with individuals on a limited basis.	Counselor regularly conducts structured, goal-oriented, individual sessions to meet the identified needs of individual students.	Counselor consistently acquires new strategies for working with students meeting in a timely fashion, taking individual needs into account.	

## Standard 2: Individual Planning

Summative Evaluation:

**Criterion 2A: Placement:** Professional school counselors assist students in making the transition from grade to grade and school to school or school to work.

**Descriptor 5:** Establishes effective liaisons with the various grade levels or instructional departments.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to establish effective liaisons with various grade levels or instructional departments.	Counselor occasionally establishes effective liaisons with various grade levels or instructional departments.	Effective liaisons between the counselor and various grade levels or instructional departments are in place.	Effective liaisons between the counselor and various grade levels or instructional departments are in place and liaisons are utilized on a consistent basis to contribute to	

			the effective operation of the school.	
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**Descriptor 6: Assists students' transition from one grade level to the next.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assist in grade level transitions.	Counselor is minimally involved in assisting students with grade level transitions.	Counselor demonstrates efficient ability in assisting students in grade level transitions.	Counselor is actively involved in grade level transitions by planning/implementing student activities and consulting with staff.	

**Descriptor 7: Provides orientation activities for students new to the school.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor provides no orientation activities to welcome new students into the school.	Counselor provides minimal orientation activities to welcome new students into the school.	Counselor provides structured orientation activities to welcome new students into the school.	Counselor provides structured orientation activities and attempts to make a personal connection with new students through conversations and other activities that foster a sense of association.	

**Descriptor 8: Participates in orientation programs for incoming parents and students.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not participate in orientation programs for incoming parents and students.	Counselor participates in orientation programs on a limited basis.	Counselor is an active participant in orientation programs for incoming parents and students.	In addition to being an active participant on orientation programs, counselor helps develop and organize orientation activities for parents and student.	

**Descriptor 9: Collaborates with other school staff in the placement of students with IEPs, 504s, enrichment and other special needs programs.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
No process exists for placement of special needs students.	Counselor makes some attempt to assist school staff in the placement of special needs students.	Counselor participates and assists in the process for addressing program placement of students with special needs.	Counselor participates and assists in the process for addressing program placement of students with special needs and monitors student progress.	

Summative Evaluation:

Criterion 2B: **Appraisal:** Professional school counselors work with students in analyzing test data and evaluating their abilities, interests, skills, and achievements.

Descriptor 10: Informs students and/or parents of test results.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place to inform students and/or parents of test results.	Parents and students are informed of test results.	Parents and/or students are informed of test results and counselor is able to discuss those scores with them.	Counselor actively involves the parent and/or student in the interpretation of test scores and uses the results for educational planning.	

Descriptor 11: Helps students evaluate their current strengths and weaknesses.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assist students in evaluating their current strengths and weaknesses.	Counselor helps students evaluate their current strengths and weaknesses to a limited extent.	Counselor helps students recognize strengths and develop strategies for enhancing weaknesses.	Counselor has taught students how to recognize strengths and develop strategies for enhancing their strengths and weaknesses.	

Descriptor 12: Facilitates goal setting strategies with individual students and to review those goals annually.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place for setting educational or career goals with students.	Counselors help students plan educational and career goals.	Counselor helps students plan educational and career goals and review those goals annually.	Counselor actively involves the parent and student in goal setting activities and assists in the development of a comprehensive educational and/or career plan.	

Summative Evaluation:

**Criterion 2C: Educational and Occupational Planning:** Professional school counselors work with students to use personal-social, educational, and career information in planning personal, educational and occupational goals.

Descriptor 13: Provides resources and information to assist in career awareness, career exploration, and career planning.				Evaluation Based on: *
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unfamiliar with resources and information to assist with career development.	Counselor displays general understanding but does not use knowledge to assist student development.	Counselor displays thorough understanding of career resources and information and shares appropriate information with student.	Counselor persists in discovering career resources and creates activities, which provide for optimum age appropriate development.	

Descriptor 14: Assists students and/or parents with educational and/or career planning.				Evaluation Based on: *
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
No plan is in place to assists students and/or parents with educational and/or career planning.	Counselor assists students with educational and/or career planning.	Counselor assists parents and students with educational and/or career planning.	Counselor actively involves the parents and students in the development of comprehensive educational and/or career plans.	

### Standard 3: Responsive Services

Summative Evaluation:

**Criterion 3A: Individual/Small Group Counseling:** Professional school counselors provide individual or small group counseling for students who are experiencing educational difficulties personal concerns, or normal developmental tasks.

Descriptor 15: Acts as an advocate for students as appropriate in conjunction with other staff.				Evaluation Based on: *
Level of Performance				
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not advocate for individual students.	Counselor provides minimal support for individual students.	Counselor is able to effectively work with staff members in advocating for student needs.	Counselor includes staff and community resource people to advocate for students when appropriate.	

Descriptor 16: Promotes positive self-image in students.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not promote a positive self-image to students.	Counselor is able to identify positive traits in students.	Counselor assists students in identifying positive and negative traits and uses those to promote a more positive self-image.	Counselor uses positive attitudes and interactions to develop a mutual respect among students.	
Descriptor 17: Gives time willingly to provide for a student's academic and personal needs.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not willingly provide for students= needs.	Counselor occasionally provides time for students= needs.	Counselor willingly provides time to accommodate the student's needs.	Counselor facilitates the inclusion of additional resources to provide for students academic and personal needs.	
Descriptor 18: Respects the rights of others to hold differing views and values.				
Level of Performance				Evaluation Based on: p
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not accept the rights and views of others	Counselor occasionally respects the rights and views of others	Counselor respects the rights of others to hold differing views and values	Counselor respects and encourages the rights of others to hold differing views and values	
Descriptor 19: Encourages students to develop to their fullest potential.				
Level of Performance				Evaluation Based on: p
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor offers no encouragement to students	Counselor offers limited encouragement to students	Counselor displays knowledge of students skills and offers encouragement for development	Counselor recognizes the potential of each student and utilizes resources to assist student development	

Descriptor 20: Recognizes that students' emotional/physical well-being affects learning.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unaware of the relationship between student=s emotional and physical well-being and how that affects learning	Counselor is aware of the relationship between student=s emotional and physical well-being and how that affects learning	Counselor helps students develop positive emotional/ physical well-being	Counselor facilitates programs/activities that encourage and maintain the emotional and physical development and well-being of students	

Descriptor 21: Gives time willingly to provide for a student's academic and personal needs.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not willingly provide for student=s needs	Counselor occasionally provides time for student=s needs	Counselor willingly provides time to accommodate the individual=s needs	Counselor facilitates the inclusion of additional resources to provide for student=s academic and personal needs	

Descriptor 22: Assists students in dealing with success and failure.				
Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor makes no effort to assist students dealing with success and failure	Counselor occasionally initiates assistance to students in dealing with success and failure	Counselor seeks out opportunities to assist students in dealing with success and failure	Counselor consistently makes effort and utilizes other personnel and resources in dealing with success and failure	

Criterion 3B: **Referral:** Professional school counselors are familiar with school and community referral sources that deal with crises such as suicide, violence, abuse and terminal illness.

Descriptor 23: Consults and coordinates with appropriate community resources, such as psychologists, nurses, administrators, social service agencies, and physicians.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor has no knowledge of community resources available to meet the needs of students or parents.	Counselor displays limited awareness of available school, district, or community resources.	Counselor is aware of resources available through school, district, and community and knows how to gain access for students or parents.	In addition to being aware of available resources, counselor connects or coordinates referral of students and parents to available resources.	

Descriptor 24: Recognizes and deals effectively with crisis issues (e.g., substance abuse, child abuse, suicidal behavior, mood changes).				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not able to recognize and deal effectively with crisis issues.	Counselor is sometimes able to recognize and deal effectively with crisis issues.	Counselor is consistently able to recognize and deal effectively with crisis issues.	In addition to effectively recognizing and dealing with crisis issues, the counselor works actively with staff and outside resources to address crises.	

Descriptor 25: Shows sensitivity to physical development and special health needs students.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is unsupportive of students= levels of physical development and special health needs.	Counselor displays limited knowledge and sensitivity to students= needs of physical development and special health needs.	Counselor is aware and sensitive to the physical development and special health needs of students and works in conjunction with the school nurse to make sure student's needs are being addressed.	Besides working with the school nurse, the counselor seeks information/support from additional resources and uses this information to help others become sensitive to the physical development and special needs of the students.	

**Criterion 3C: Consultation:** Professional school counselors provide help to parents/guardians, teachers, and administrators address the educational, social, and/or emotional needs of students.

Descriptor 26: Participates in staffing, including special education, diagnostic and team meetings.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not participate in staffing.	Counselor attends staffing but does not actively participate in the decision- making process.	Counselor attends and participates in staffing and utilizes the information to assist with the student's individual needs.	Counselor comes to staffing with the background knowledge of the student and is able to help develop intervention strategies to meet individual needs.	

Descriptor 27: Facilitates conferences with teachers, students, and parents.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not available for teachers, students, and parents.	Counselor displays limited ability to facilitate conferences with teachers, students and parents.	Counselor facilitates conferences and provides input, which could contribute to student success.	In addition to facilitating conferences, counselor comes prepared with knowledge of student needs, learning styles and	

			strengths to help develop a plan for success.	
<b>Descriptor 28: Assists families with school-related problems.</b>				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not recognize or assist families with school- related problems.	Counselor recognizes the need for assisting families with school-related problems.	Counselor displays knowledge of family needs and communicates suggestions for improvement.	Counselor monitors the progress of families with school- related problems and offers on-going feedback and assistance.	
<b>Descriptor 29: Conducts or provides opportunities for parent education programs.</b>				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor has no recognition of parent needs and provides minimal opportunities for parent education programs.	Counselor recognizes the need for parent education, but provides little effort in coordinating or conducting parent education programs.	Counselor recognizes the needs of parents and provides opportunities for parent education programs and networking.	In addition to providing parent education opportunities, the counselor offers individual parenting assistance on an as-needed basis.	

<b>Descriptor 30: Assists other school staff in designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).</b>				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
No process exists for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).	Counselor makes some attempt to assist school staff in designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).	Counselor participates and assists in the process for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).	Counselor facilitates staff in an established process for designing appropriate supports/interventions for students with special needs (e.g., disabilities, gifted education, disadvantaged).	

## Standard 4: Professional Responsibilities

Summative Evaluation:

Criterion 4A: **Systems Support:** Professional school counselors support various building activities.

Descriptor 31: Participates with the administration and faculty as a team member in the implementation of the district testing program.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is not involved in the district testing process.	Counselor participates in the implementation of the testing program on a limited basis.	Counselor is an active team participant in all aspects of the district testing process	In addition to being an active participant in the implementation of the district testing process, the counselor uses feedback from faculty to improve testing procedures.	

Descriptor 32: Interprets test results to faculty and staff.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not understand or interpret test results to faculty and staff.	Counselor has some knowledge of test interpretation and makes some effort to communicate results to faculty and staff.	Counselor assists faculty and staff with test interpretations.	Counselor uses test interpretations to assist faculty with program development.	

Descriptor 33: Works cooperatively with staff in planning and implementing educational activities, which reflect the best interest of the students.

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor avoids planning and implementing educational activities.	Counselor participates in planning and implementing educational activities.	Counselor makes a substantial contribution in the planning and implementing of educational activities.	Counselor assumes a leadership position in the planning and implementing of educational activities.	

Descriptor 34: Shares ideas, materials, and methods with other staff.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor fails to share ideas, materials and methods with other staff.	Counselor sometimes shares ideas, materials, and methods with other staff.	Counselor not only shares ideas, materials and methods, but also collaborates with others to implement programs.	In addition to sharing and collaborating with staff, the counselor consistently seeks new information, which may allow for an optimum level of cooperation with staff.	

Summative Evaluation:

**Criterion 4B: Interpersonal Relationships: Demonstrates positive interpersonal relationships with staff, parents/guardians and students.**

**Descriptor 35: Relationships with Colleagues**

Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor's relationships with colleagues are negative or self-serving.	Counselor maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support, collaboration, and cooperation characterize relationships with colleagues.	Support, collaboration and cooperation characterize relationships with colleagues. Counselor takes initiative in assuming leadership among the faculty.	

**Descriptor 36: Displays a positive attitude and interacts in a respectful and friendly manner.**

Level of Performance				Evaluation Based on: ρ
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not interact with students in a respectful and friendly manner	Counselor inconsistently interacts with students in a respectful and friendly manner	Counselor displays a positive attitude and is respectful and friendly.	Counselor uses attitudes and interactions to develop mutual respect among students, parents/guardians and staff.	

**Descriptor 37: Uses discretion in handling confidential information and difficult situations.**

Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not use discretion and demonstrates little understanding of confidentiality.	Counselor inconsistently uses discretion in handling confidential information and difficult situations.	Counselor consistently uses discretion in handling confidential information and difficult situations.	Counselor consistently uses discretion in handling confidential information and difficult situations and assists others in their understanding of the importance of confidentiality.	

Descriptor 38: Initiates and maintains communication in the best interest of the students.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not initiate communication concerning students.	Counselor infrequently initiates and maintains appropriate communication concerning students.	Counselor initiates and maintains clear and appropriate communication in the best interest of the students.	In addition to initiating and maintaining clear and appropriate communication, counselor utilizes communication to plan for the best interest of the students.	
Descriptor 39: Demonstrates respect, understanding, and acceptance of each student as an individual (regardless of sex, race, religion, age, national origin, handicap, or disability).				
Level of Performance				Evaluation Based on: p
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not demonstrate respect, understanding or acceptance or individual differences in students.	Counselor inconsistently demonstrates respect for individual differences.	Counselor actively demonstrates respect for each student and his/her individual differences.	Counselor promotes programs or activities which encourage respect, understanding and acceptance of individual differences.	
Descriptor 40: Makes an effort to know each student as an individual.				
Level of Performance				Evaluation Based on: p
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor makes no effort to know each student as an individual	Counselor sometimes makes an effort to know each student as an individual	Counselor initiates activities and opportunities which allow him/her to get to know each student as an individual	Counselor consults with staff and parents and initiates activities and opportunities which allow him/her to get to know each student as an individual	
Descriptor 41: Provides a climate, which fosters communication between counselor and parents/patrons.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not provide a climate, which fosters communication between counselor and parents.	Counselor provides a climate, which sometimes fosters communication between counselor and parents.	Counselor consistently provides a climate, which actively encourages communication between counselor and parents.	Counselor continually looks for ways to improve and strengthen communication between counselor and parents.	

Descriptor 42: Respects the rights of others to hold differing views and values.				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not accept the rights and views of others.	Counselor occasionally respects the rights and views of others.	Counselor respects the rights of others to hold differing views and values.	Counselor respects and encourages the rights of others to hold differing views and values.	

Feedback and Dates  
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Summative Evaluation:

Criterion 4C: Professional Responsibilities				
Descriptor 43: Timeliness and Appropriateness				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not assume and complete duties and responsibilities in a timely, willing, and appropriate manner.	Counselor assumes and completes some duties and responsibilities in a timely, willing, and appropriate manner.	Counselor consistently assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	Counselor always assumes and completes all duties and responsibilities in a timely, willing, and appropriate manner.	

Descriptor 44: Resolving Issues				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not select and use appropriate channels for resolving issues and problems.	Counselor selects and uses some appropriate channels for resolving issues and problems.	Counselor consistently selects and uses appropriate channels for resolving issues and problems.	Counselor always selects and uses appropriate channels for resolving issues and problems and appropriately reports issues to others who would benefit from the information.	

Descriptor 45: Service				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor avoids becoming involved in school events.	Counselor participates in school events when specifically asked.	Counselor volunteers to participate in school events, making substantial contribution.	Counselor makes a substantial contribution in school and district events, assuming a leadership role in at least some aspects of school life.	

Descriptor 46: Attendance				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor is frequently absent and/or reports to work late or leaves early.	Counselor's attendance is inconsistent and/or arrives late/leaves early occasionally.	Counselor consistently arrives on time and is ready to begin work at the designated start time. Schedules time off well in advance.	Counselor is rarely absent or late unless the situation is of an emergency nature.	

Descriptor 47: Decision Making				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in decision making based on high professional standards.	Teacher takes a leadership role in decision making and helps ensure that such decision are based on the highest professional standards.	

Descriptor 48: Adherence to Policies				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Teacher is uncooperative or noncompliant about district/school policy/policies and procedure(s) and program regulation(s).		Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations.	Teacher consistently adheres to district/school policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance.	

Feedback and Dates  
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Criterion 4D: <b>Administrative Support:</b> Professional school counselors provide building-level administrative support.				
Descriptor 49: Leadership				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not demonstrate leadership abilities and is not viewed by staff as a leader.	Counselor's leadership abilities are inconsistent and staff occasionally views counselor as a leader.	Counselor demonstrates command of designated leadership role as assigned by principal. Staff accepts counselor as a leader.	Counselor demonstrates command of designated leadership role as assigned by principal and initiates building level initiatives. Staff seeks out counselor for leadership, advice and direction.	
Descriptor 50: Facilitation				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not seek additional information and resources to provide assistance to teachers, parents and students. Counselor does not facilitate meetings in a timely manner and does not intervene in a way that promotes respect for others.	Counselor usually seeks additional information and resources to provide assistance to teachers, parents and students. Counselor inconsistently facilitates meetings in a timely manner. Counselor inconsistently intervenes in a way that promotes respect for others.	Counselor seeks additional information and resources to provide assistance to teachers, parents and students. Counselor consistently facilitates meetings in a timely manner and consistently intervenes in a way that promotes respect for others.	Counselor always seeks additional resources and information to provide skillful assistance to teachers, parents and students. Counselor consistently facilitates meetings in a timely manner and consistently intervenes in a way that promotes respect for others.	
Descriptor 51: Public Relations				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not demonstrate positive, professional relationships with teachers and parents and communicates ineffectively with parents, teachers and community.	Counselor inconsistently demonstrates positive, professional relationships and effective communication skills with parents, teachers and community.	Counselor demonstrates positive, professional relationships and effective communication skills with parents, teachers and community.	In addition to consistently demonstrating positive, professional relationships and effective communication skills with parents, teachers and community, the counselor handles difficult situations with diplomacy.	
Descriptor 52: Decision-Making				
Level of Performance				Evaluation Based on: *
Unsatisfactory	Basic	Proficient	Distinguished	
Counselor does not demonstrate leadership in problem solving and decision making skills. Counselor does not consider alternatives before making decisions; is not confident and decisive.	Counselor inconsistently demonstrates leadership in problem solving and decision making skills. Counselor inconsistently considers alternatives before making decisions.	Counselor always demonstrates leadership in problem solving and decision making skills. Considers alternatives before making decisions; is confident and decisive.	Counselor takes leadership role in problem solving and decision making. Helps to ensure that such decisions are based on the highest professional standards.	

Feedback and Dates  
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## Professional Development Plan

1st/2nd Year Guidance Counselor  3rd-5th Year Guidance Counselor  Tenured Guidance Counselor

Enrichment  Progressing Toward Proficiency  Noted for Development

Guidance Counselor \_\_\_\_\_ School \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Criteria: (Note: Guidance Counselors in 1<sup>st</sup> and 2<sup>nd</sup> year will address only the essential performance criteria/descriptors noted in the Summative Evaluation Report for 1st/2nd year guidance counselors.)

Objectives (Applicable descriptors and expected level of performance.):

Related Building/Strategic Plan Goal(s):

## Professional Development Plan (continued)

Strategies for achieving objective(s):  
(Guidance counselor and administrator/supervisor responsibilities)

Guidance Counselor will:

Administrator will:

Assessment methods and timelines:

Guidance Counselor' s Comments:

Administrator' s/Supervisor' s Comments:

Plan developed:

Guidance Counselor' s Signature	Date	Administrator' s/Supervisor' s Signature	Date
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Plan completed \_\_\_\_\_ Plan revised \_\_\_\_\_ Plan continued \_\_\_\_\_

Date plan reviewed:

Guidance Counselor' s Signature	Date	Administrator' s/Supervisor' s Signature	Date
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## Supplemental Feedback Form (Short Form)

Scheduled Observation   
Unplanned Data

Unscheduled Observation   
Drop-In Observation

Artifact Data

Guidance Counselor \_\_\_\_\_

School \_\_\_\_\_

Administrator/Supervisor \_\_\_\_\_

Date \_\_\_\_\_

Criterion/Descriptor:

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Data:

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Criterion/Descriptor:

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Data:

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Guidance Counselor' s Comments:

Administrator' s/Supervisor' s Comments:

\_\_\_\_\_  
Guidance Counselor' s Signature      Date

\_\_\_\_\_  
Administrator' s/Supervisor' s Signature      Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to guidance counselor and administrator/supervisor.

