



School Counselor Evaluation

School Year:

All evaluations are on a continuous basis.

Name:

Date of Hire:

School:

Evaluator:

Pre-Conference Date:

Post-Conference Date:

Year 1 Year 2 Year 3 Tenure Evaluative Assistance Plan Limited Contract

Philosophy: The purpose of performance evaluation is two-fold: 1.) to enhance professional skills and development (formative aim) and 2.) to assess professional ability and competence (summative aim). For both purposes, counseling practices are recorded, evaluated, discussed and professional growth is documented. Should significant deficiencies be noted, the district is committed to helping the counselor improve his/her practice by crafting an individual plan of improvement, that provides growth and development supports to ensure the highest professional school counseling standards.

ASCA Model: The American School Counselor Association supports a comprehensive, data-driven school counseling program based on **Accountability** (data analysis, program results, evaluation and improvement), **Management** (assessments and tools), **Delivery** (direct and indirect student services) and **Foundation** (program focus, student competencies and professional competencies).

The following definitions are used :

Developing: Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.

Proficient: Highly competent in the art, skills and field of the school counseling profession.

Advanced: Recognized for excellence and leadership in the school counseling profession.

Unsatisfactory: Does not meet acceptable standards of the profession. Rating in the unsatisfactory category must be supported by comment and/or documentation.



School Counselor Evaluation

I. COMPREHENSIVE GUIDANCE PROGRAM			
A. INDIVIDUAL COUNSELING ASCA (Foundation) / Danielson (Domain 1,3)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Able to identify basic level of student's strengths and needs in order to provide educational support and guidance.</p> <p>Has a foundational knowledge base of child/adolescent development and mental health issues.</p> <p>Has a basic understanding of counseling theory and technique.</p> <p>Requires assistance to be able to identify appropriate resources and referrals both inside and/or outside the school district.</p>	<p>Able to accurately assess student's strengths and needs in order to provide educational support and guidance.</p> <p>Demonstrates knowledge of child/adolescent development and mental health issues.</p> <p>Has an understanding of counseling theory and techniques.</p> <p>Able to seek out and identify appropriate resources and referrals both inside and/or outside the school district.</p>	<p>Provides guidance for staff in how to teach/guide students in problem solving techniques; comprehensively and accurately assesses student strength and needs.</p> <p>Demonstrates expertise and strong understanding of child/adolescent development and mental health issues.</p> <p>Has a deep and thorough understanding of counseling theory and techniques.</p> <p>Able to identify appropriate resources and referrals both inside and/or outside the school district; is a resource for other members of the counseling department.</p>	<p>Unable to identify student's strengths and needs in order to provide educational support and guidance.</p> <p>Has a weak understanding of child/adolescent development and mental health issues.</p> <p>Has little understanding of counseling theory and techniques.</p> <p>Does not seek out appropriate resources and/or referrals both inside and/or outside the school district.</p>
B. INTERVENTIONS ASCA (Accountability, Delivery) / Danielson (Domain 3)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Demonstrates only basic knowledge of academic and behavioral interventions and supports.</p> <p>Participates in the Special Education, Response to Intervention, 504, and other meetings where counselor input is needed.</p>	<p>Demonstrates a deep knowledge of various academic and behavioral interventions and supports.</p> <p>Actively participates in Special Education, Response to Intervention, 504, and other meetings where counselor input is needed.</p>	<p>Able to access and utilize a broad range of academic and behavioral interventions and supports.</p> <p>Actively participates in Special Education, Response to Intervention, 504 teams; works with colleagues to promote educational planning that in turn leads to higher levels of student achievement.</p>	<p>Is unaware of academic and behavioral interventions and supports.</p> <p>Does not attend Special Education, Response to Intervention, 504, and other meetings where counselor input is needed.</p>



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C. GROUPS AND PRESENTATIONS ASCA (Delivery) / Danielson (Domain 1)

<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
Follows up with needs assessments and/or referrals to facilitate student support groups and/or provide appropriate information to large groups of students.	Appropriately assesses student need and/or referrals; carefully plans appropriate student support groups and/or provide appropriate information to large groups of students.	Actively seeks out student referrals for student support groups; carefully plans and facilitates student support groups and/or large group presentations to meet identified student needs.	Does not follow up on needs assessments and/or referrals or facilitate student support groups and/or provide appropriate information to large groups of students.

D. STUDENT ADVISEMENT ASCA (Delivery, Foundation) / Danielson (Domain 3)

<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
With assistance is able to help students formulate developmentally appropriate, academic, behavioral, transition and/or post-secondary plans.	Able to assist students in formulating development appropriate, academic, behavioral, transition, and/or post-secondary plans.	Effectively works with individual students to create developmentally appropriate academic, behavioral, transition and/or post-secondary plans	Does not help students formulate developmentally appropriate academic, behavioral, transition and/or post-secondary plans.

Comprehensive Guidance Program Evidence:



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II. INTERPERSONAL RELATIONSHIPS

A. STUDENTS ASCA (Foundation, Delivery) Danielson (Domain 2, 3)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Periodically is a student advocate; attempts to establish positive rapport with students is somewhat effective.</p> <p>Inconsistently recognizes or supports at-risk students.</p>	<p>Is a strong student advocate; intentionally builds positive student rapport,</p> <p>Demonstrates compassion and empathy needed to identify and support at-risk students.</p>	<p>Is a strong student advocate; establishes rapport that results in the high level of mutual respect and concern.</p> <p>Provides leadership and guidance to identify and support at-risk students.</p>	<p>Lacks demonstration of student advocacy; does not establish positive rapport with students.</p> <p>Does not recognize or support at-risk students.</p>
B. COLLEAGUES ASCA (Foundation, Delivery) Danielson (Domain 2, 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Relationships with colleagues are cordial; makes minor attempts to build unity within own department or among staff.</p> <p>When specifically requested, participates in professional development opportunities, school and district committees, events and/or projects.</p>	<p>Relationships with colleagues are positive and professional; builds unity within own department or among staff.</p> <p>Participates actively in professional development opportunities, school and district committees, events and/or projects.</p>	<p>Is a model of professional, positive interpersonal relationships; provides leadership and initiative to increase unity within department and among staff.</p> <p>Makes a substantia contribution to personal development opportunities, school and district committees, events and/or projects.</p>	<p>Relationships with colleagues are negative or self-serving; does not build unity within own department or among staff.</p> <p>Avoids being involved in professional development opportunities, school and district committees, events and/or projects.</p>
C. PARENTS ASCA (Foundation, Delivery) Danielson (Domain 1, 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Occasionally needs help creating strong counselor/parent relationships.</p> <p>Needs assistance to provide parents with parent resources.</p> <p>Communication through the use of emails, phone calls, notes and/or newsletters is emergent.</p>	<p>Builds strong counselor/parent relationships.</p> <p>consistently provides parents with resources.</p> <p>Communication through the use of emails, phone calls, notes and/or newsletters is accurate and clear.</p>	<p>Provides leadership regarding positive parent communication and creating positive relationships with parents.</p> <p>Actively seeks additional resources to assist parents.</p> <p>Communication through the use of emails, phone calls, notes and/or newsletters is accurate, clear and creates opportunities for parent interaction.</p>	<p>Does not build strong counselor/parent relationships.</p> <p>Does not provide parents with parent resources.</p> <p>Communication through the use of emails, phone calls, notes and/or newsletters in inadequate.</p>



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Interpersonal Relationships Evidence:

III. PROFESSIONAL RESPONSIBILITIES			
A. Legal And Ethical Behavior ASCA (Accountability, Foundation) Danielson (Domain 1,2,4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Consistently needs guidance to understand district policy and/or ASCA Code of Ethics.</p> <p>Needs occasional guidance to follow the guidelines of confidentiality in either written or oral communication.</p> <p>Needs guidance in working effectively regarding the diversity among individuals especially in regard to race, gender, ethnicity, socioeconomic status and/or disabilities.</p>	<p>Adheres to district policy and/or ASCA Code of Ethics.</p> <p>All written and oral communication follows the guidelines of confidentiality.</p> <p>Consistently demonstrates appreciation and sensitivity to the diversity among individuals especially in regard to race, gender, ethnicity, socioeconomic status, and/or disabilities.</p>	<p>Provides leadership in the area of understanding and following district policy and/or ASCA Code of Ethics; attends professional training/conference regarding legal and ethical behavior.</p> <p>Highly confidential in all forms of communication; is able to provide leadership and guidance to others in regards to confidentiality.</p> <p>Consistently demonstrates and provides leadership in the school environment for the appreciation and sensitivity to the diversity among individuals especially in regard to race, gender, ethnicity, socioeconomic status and/or disabilities.</p>	<p>violates district policy and/or ASCA Code of Ethics.</p> <p>Does not follow guidelines of confidentiality in either written or oral communication.</p> <p>Does not work effectively regarding the diversity among individuals especially in regard to race, gender, ethnicity, socioeconomic status and/or disabilities.</p>



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B. INITIATIVE AND ORGANIZATION ASCA (Accountability, Foundation) Danielson (Domain 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
Requires monitoring to ensure completion of work; requires additional time and support from colleagues to complete tasks.	Consistently fulfills assigned jobs and obligations.	Provides leadership in completing tasks/ assignments; takes initiative to complete tasks.	Needs to be reminded to complete or begin tasks; frequently misses duties and/or appointments.
C. COMMUNICATION ASCA (Accountability, Foundation) Danielson (Domain 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
Needs guidance to communicate in an effective, professional and/or timely manner.	Communication is effective, professional and/or timely.	Is a leader in demonstrating effective, professional and/or timely communication.	Communication is ineffective, unprofessional and/or untimely.
D. RESPONSE TO FEEDBACK ASCA (Accountability, Foundation) Danielson (Domain 3)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
When directly requested is willing to be flexible with procedures and daily work schedule.	Demonstrates flexibility with procedures and daily work schedule in order to meet the needs of students, parents, and staff.	Demonstrates flexibility with procedures and anticipates the needs of students, parents, and staff; assists staff with responding to changes in procedures and policies that affect students and/or staff.	Is inflexible with procedures and daily work schedule.
E. COLLABORATION/CONSULTATION ASCA (Accountability, Foundation) Danielson (Domain 1,2,3,4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
Attends collaboration and other team meetings but is unable to provide meaningful input. Attempts to follow through on assigned tasks.	Regularly attends and positively contributes to collaboration and other team meetings. Follows through on assigned tasks.	Provides leadership for collaboration and team meetings. Follows through on assigned tasks and provides leadership so all team members assume responsibilities for results of the work.	Does not attend collaboration or team meetings; works in isolation. Does not follow through on assigned tasks.



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F. PROFESSIONAL GROWTH ASCA (Accountability, Foundation) Danielson (Domain 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Lacks independent ability to accurately and objectively reflect upon performance or learn from experiences.</p> <p>Participates in limited professional growth activities and occasionally attempts to integrate new knowledge</p>	<p>Is a reflective and continuous learner; is able to cite specific areas of personal strengths and areas to improve/grow.</p> <p>Actively seeks, participates in and integrates new knowledge from professional growth activities specific to school counseling.</p>	<p>Self-reflection is highly accurate and perceptive; actively seeks ways in which to expand knowledge and expertise.</p> <p>Provides leadership at the building and/or district level in regard to professional development; presents at professional conferences or teaches courses for staff and/or community.</p>	<p>Does not reflect upon performance or learn from experiences.</p> <p>Does not participate in professional growth activities.</p>
G. DATA DRIVEN DECISIONS ASCA (Accountability, Foundation) Danielson (Domain 4)			
<input type="checkbox"/> DEVELOPING	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> ADVANCED	<input type="checkbox"/> UNSATISFACTORY
<p>Maintains a general plan for delivering a comprehensive school counseling program.</p> <p>Has emerging knowledge of student data (grades, attendance, achievement) and how this data should influence student interventions.</p>	<p>Develops an annual plan, calendar or event specific timeline for delivering a comprehensive school counseling program.</p> <p>Gathers student data (grades, attendance, achievement) and evaluates information to develop comprehensive student interventions.</p>	<p>Annual plan, calendar or event specific timeline is highly coherent and serves to support students individually and in groups, as well as, the broader educational program.</p> <p>Is a leader in gathering student data(grades, attendance, achievement) and innovatively creates interventions which increase learning and achievement.</p>	<p>Counseling plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.</p> <p>Does not seek out student data (grades, attendance, achievement) and is unable to connect how data should influence student interventions.</p>
Professional Responsibilities Evidence:			



School Counselor Evaluation

Evaluator Comments:

Recommendations or Identified Deficiencies: (If "unsatisfactory" ratings are indicated, the staff member may request a conference with the evaluator for the purpose of mutually agreeing on what assistance the District may provide to the counselor for improvement.)

Employee Comments: (optional, may be written on back of this page or attached as a separate document.)

Signing this evaluation does not imply agreement, but does indicate that the information has been discussed.

Employee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

- Recommended for tenure status
- Recommended for Evaluative Assistance Plan
- Recommended for removal from Evaluative Assistance Plan