****

***Certificated Evaluation Instrument***

***(Counselor)***

**CERTIFICATED EVALUATION PROCEDURES, TIMELINE**

**AND DOCUMENTATION CHECKLIST**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Counselor:** |  | **Site:** |  | | **Date:** | |  | | |
|  | | | |  | |  | | |  |
|  | | | | **Date** | **Counselor Initials** | | | **Admin. Initials** | |
| **Within 45 calendar days of the first day of instruction:**  *Orientation Initial Conference:*  Evaluator and counselor meet to review standards (ACSA I-VI) for evaluation. First classroom observation may be scheduled at this conference. | | | |  |  | | |  | |
| **October 15 – December 15:**  *Formal Observation:*  First of two formal classroom observations conducted | | | |  |  | | |  | |
| **October 15 – December 15:**  *Performance Improvement Need Identified:*  In cases where improvement is needed, an interim appraisal conference will be held no later than December 15. A performance improvement plan may be initiated. | | | |  |  | | |  | |
| **October 15 – January 15:**  *Satisfactory Performance:*  In cases where improvement is needed, an interim appraisal conference will be held no later than January 15. | | | |  |  | | |  | |
| **December 15 – March 1**  *Performance Improvement Need Identified*  In cases where improvement is needed, implementation of this plan (performance improvement) is to be carried out along with conferences as needed. | | | |  |  | | |  | |
| **Prior to March 1:**  *Performance Improvement Need Identified - Final Appraisal Conference:*  In cases where improvement is needed, an appraisal conference with the evaluator will be held no later than March 1. | | | |  |  | | |  | |
| **Prior to March 15:**  *Performance Improvement Need Identified-Recommendations for employment:*  In cases where improvement is needed, the employee will be notified by the evaluator no later than March 15 relative to his/her recommendation for reemployment or non-reemployment/dismissal of the employee. | | | |  |  | | |  | |
| **January 15 – March 31**  *Formal Observation:*  Second of two formal classroom observations conducted. | | | |  |  | | |  | |
| **30 days prior to the last day of school:**  *Final Evaluation Meeting:*  Evaluator conducts final evaluation conferences with counselor. Final signatures obtained. | | | |  |  | | |  | |

**PRE-OBSERVATION CONFERENCE FORM**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Counselor:** |  | **Site:** |  | **Date:** |  |
| **Please answer the questions below and bring the completed form to your pre-observation conference** | | | | | |
| **PRE-CONFERENCE QUESTIONS** | | | | | |
| 1. What will you be teaching in this lesson? | | | | | |
|  | | | | | |
| 2. What do you expect your students to learn by the end of this lesson? | | | | | |
|  | | | | | |
| 3. What activities will you and your students be doing? | | | | | |
|  | | | | | |

|  |
| --- |
| 4. How will you know if your lesson is successful? |
|  |
| 5. Is there a specific strength/standard on which you would like me to focus? |
|  |
| 6. Is there a specific weakness/standard on which you would like me to focus? |
|  |

**AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS**

*STANDARD I* • *Instructional Skills and Planning Group Sessions*

* Organizes units for student mastery based on student needs
* Uses effective instruction strategies and resources to respond to students' diverse needs
* Establishes an environment conducive for students through the use of effective classroom management strategies
* Teaches guidance topics effectively
* Demonstrates positive interpersonal relationships with students

*STANDARD II* • *Guides Students Towards Education and Career Goals*

* Assists students in determining their abilities, achievements, interests and goals
* Guides students to utilize assessment results in theireducational and career plans
* Encourages teachers, parents and staff to participate in student educational and career planning
* Strives to guard against over interpretation or other inappropriate use of assessment data
* Organizes and makes educational information available

*STANDARD III* • *Counsels Students with Identified Needs/Concerns*

* Informs students, parents, teachers and administrators about the process that can be used to refer students for individual or small groups counseling
* Provides individual counseling and small group counseling using appropriate techniques for classroom management
* Assists students in establishing concrete behavior plans aimed at problem resolution
* Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the student needs and concerns
* Establishes credibility by suggesting a variety of options, alternatives, resources or strategies

*STANDARD IV* • *Implements Balanced Guidance Program with School Staff and Community*

* Explains the philosophy, priorities and practices of the comprehensive guidance program effectively and articulately to school staff, parents and the community
* Uses sound organizational skills-sets timelines and follows them; operates from program calendar
* Uses recourses effectively
* Establishes and carries out an effective comprehensive guidance program evaluation
* Works cooperatively with other school personnel in the best interest of students and the betterment of the district
* Carries out ‘fair share responsibilities’ as appropriate

*STANDARD V* • *Positive Interpersonal Relations with School Community*

* Promotes positive self-image in students
* Is available to all students
* Interacts with students in mutually respectful and friendly manner
* Makes an effort to know students as individuals
* Uses discretion in handing confidential information and difficult situations

*STANDARD VI* • *Demonstrates Commitment to Ongoing Professional Growth*

* Keeps abreast of developments in the counseling profession including the use of technology
* Seeks opportunities to learn from colleagues, students, parents and community members
* Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops and conferences
* Carries out guidance responsibilities promptly and accurately in accordance with established job description
* Promotes equity with respect to gender, ethnicity and inclusively in school policy and interpersonal relationships
* Balancing professional responsibilities and maintaining motivation

**FORMAL CLASSROOM OBSERVATION**

**POST-CONFERENCE FORM**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Counselor:** |  | **Site:** |  | | **Date:** |  |
|  | | | | | | |
| **EVIDENCE OF STANDARDS** (during observation): | | | | | | |
|  | | | | | | |
| **RECOMMENDATIONS:** | | | | | | |
|  | | | | | | |
|  | | | |  | | |
| All other evaluator notes are attached;        pages attached | | | | Above recommendation indicate need for structured counselor support via Performance Improvement Plan | | |

**FORMAL CLASSROOM OBSERVATION**

**POST-CONFERENCE FORM**

**POST-CONFERENCE QUESTIONS:**

|  |
| --- |
| 1. What did you expect your students to learn by the end of this presentation, meeting, conference, session, etc.?? |
|  |
| 2. Did they learn it? How do you know? |
|  |
| 3. If you were to repeat this session again, what modifications, if any, would you make? |
|  |

**AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS**

*STANDARD I* • *Instructional Skills and Planning Group Sessions*

* Organizes units for student mastery based on student needs
* Uses effective instruction strategies and resources to respond to students' diverse needs
* Establishes an environment conducive for students through the use of effective classroom management strategies
* Teaches guidance topics effectively
* Demonstrates positive interpersonal relationships with students

*STANDARD II* • *Guides Students Towards Education and Career Goals*

* Assists students in determining their abilities, achievements, interests and goals
* Guides students to utilize assessment results in theireducational and career plans
* Encourages teachers, parents and staff to participate in student educational and career planning
* Strives to guard against over interpretation or other inappropriate use of assessment data
* Organizes and makes educational information available

*STANDARD III* • *Counsels Students with Identified Needs/Concerns*

* Informs students, parents, teachers and administrators about the process that can be used to refer students for individual or small groups counseling
* Provides individual counseling and small group counseling using appropriate techniques for classroom management
* Assists students in establishing concrete behavior plans aimed at problem resolution
* Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the student needs and concerns
* Establishes credibility by suggesting a variety of options, alternatives, resources or strategies

*STANDARD IV* • *Implements Balanced Guidance Program with School Staff and Community*

* Explains the philosophy, priorities and practices of the comprehensive guidance program effectively and articulately to school staff, parents and the community
* Uses sound organizational skills-sets timelines and follows them; operates from program calendar
* Uses recourses effectively
* Establishes and carries out an effective comprehensive guidance program evaluation
* Works cooperatively with other school personnel in the best interest of students and the betterment of the district
* Carries out ‘fair share responsibilities’ as appropriate

*STANDARD V* • *Positive Interpersonal Relations with School Community*

* Promotes positive self-image in students
* Is available to all students
* Interacts with students in mutually respectful and friendly manner
* Makes an effort to know students as individuals
* Uses discretion in handing confidential information and difficult situations

*STANDARD VI* • *Demonstrates Commitment to Ongoing Professional Growth*

* Keeps abreast of developments in the counseling profession including the use of technology
* Seeks opportunities to learn from colleagues, students, parents and community members
* Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops and conferences
* Carries out guidance responsibilities promptly and accurately in accordance with established job description
* Promotes equity with respect to gender, ethnicity and inclusively in school policy and interpersonal relationships
* Balancing professional responsibilities and maintaining motivation

I have read this observation report, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Evaluator Signature |  | Date |  | Counselor Signature |  | Date |

**PERFORMANCE IMPROVEMENT PLAN**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Counselor:** | |  | | | **Site:** | | |  | | | | **Date:** | |  |
| **Evaluation Period:** | | | to | | | **Date of Conference:** | | | | |  | | | |
| **Status:** | Probationary 1 | | | Probationary 2 | | | | | Permanent | | | | Other | |
| **Evaluator:** |  | | | | | | **Position/Title:** | | |  | | | | |
| A. Description of areas in which improvement is needed. (This needs to be highly specific and as detailed as possible.) | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| B. Recommended procedures, activities and/or methods to be used by the employee to achieve acceptable performance. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| C. Recommended timeline or milestones which the employee must meet in the implementation of the improvement plan. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| D. Identification of management support that will be provided to assist the employee. (Support assistance to be given must be related to the area in which improvement is being sought. Nature of assistance must be clearly specified.) | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |

I have read this Performance Improvement Plan, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Evaluator Signature |  | Date |  | Counselor Signature |  | Date |

**SUMMARY EVALUATION - NARRATIVE**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Counselor:** |  | **Site:** |  | | | **Date:** |  |
| **Instructional Skills and Planning Group Sessions** | | | |  | **Guides Standards Towards Educational and Career Plans** | | |
|  | | | |  |  | | |
| **Recommendations:** | | | |  | **Recommendations:** | | |
|  | | | |  |  | | |
| **Counsels Students with Identified Needs/Concerns** | | | |  | **Implements Balanced Guidance Program with School Staff and Community** | | |
|  | | | |  |  | | |
| **Recommendations:** | | | |  | **Recommendations:** | | |
|  | | | |  |  | | |
| **Positive Interpersonal Relations with School Community** | | | |  | **Demonstrates Commitment to Ongoing Professional Growth** | | |
|  | | | |  |  | | |
| **Recommendations:** | | | |  | **Recommendations:** | | |
|  | | | |  |  | | |

**SUMMARY EVALUATION**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Counselor:** | |  | | **Site:** |  | | | **Date:** | | |  |
| **Status:** | Probationary 1 | | Probationary 2 | | | | Permanent | | Other | | |
| 1 - **UNSATISFACTORY** – Does not meet standard | | | | | | 2 - **NEEDS IMPROVEMENT** | | | | | |
| 3 - **PROGRESSING TOWARDS STANDARDS** | | | | | | 4 - **SATISFACTORY** – Meets or exceeds standards | | | | | |
|  | | | | | | | | | | | |
| **STANDARD I – Instructional Skills and Planning Group Sessions** | | | | | | | | | | **Enter Score** | |
| * Organizes units for student mastery based on student needs | | | | | | | | | |  | |
| * Uses effective instruction strategies and resources to respond to students' diverse needs | | | | | | | | | |  | |
| * Establishes an environment conducive for students through the use of effective classroom management strategies | | | | | | | | | |  | |
| * Teaches guidance topics effectively | | | | | | | | | |  | |
| * Demonstrates positive interpersonal relationships with students | | | | | | | | | |  | |
|  | | | | | | | | | |  | |
|  | | | | | | | | | | Total Points \_0 / 20 | |
|  | | | | | | | | | |  | |
| **STANDARD II – Guides Students Towards Education and Career Goals** | | | | | | | | | | **Enter Score** | |
| * Assists students in determining their abilities, achievements, interests and goals | | | | | | | | | |  | |
| * Guides students to utilize assessment results in theireducational and career plans | | | | | | | | | |  | |
| * Encourages teachers, parents and staff to participate in student educational and career planning | | | | | | | | | |  | |
| * Strives to guard against over interpretation or other inappropriate use of assessment data | | | | | | | | | |  | |
| * Organizes and makes educational information available | | | | | | | | | |  | |
|  | | | | | | | | | |  | |
|  | | | | | | | | | | Total Points 0 / 20 | |

|  |  |
| --- | --- |
| **STANDARD III – Counsels Students with Identified Needs/Concerns** | **Enter Score** |
| * Informs students, parents, teachers and administrators about the process that can be used to refer students for individual or small groups counseling |  |
| * Provides individual counseling and small group counseling using appropriate techniques for classroom management |  |
| * Assists students in establishing concrete behavior plans aimed at problem resolution |  |
| * Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the student needs and concerns |  |
| * Establishes credibility by suggesting a variety of options, alternatives, resources or strategies |  |
|  |  |
|  | Total Points 0 / 20 |
|  |  |
| **STANDARD IV – Implements Balanced Guidance Program with School Staff and Community** | **Enter Score** |
| * Explains the philosophy, priorities and practices of the comprehensive guidance program effectively and articulately to school staff, parents and the community |  |
| * Uses sound organizational skills-sets timelines and follows them; operates from program calendar |  |
| * Uses recourses effectively |  |
| * Establishes and carries out an effective comprehensive guidance program evaluation |  |
| * Works cooperatively with other school personnel in the best interest of students and the betterment of the district |  |
| * Carries out ‘fair share responsibilities’ as appropriate |  |
|  |  |
|  | Total Points 0 / 24 |

|  |  |
| --- | --- |
| **STANDARD V – Positive Interpersonal Relations with School Community** | **Enter Score** |
| * Promotes positive self-image in students |  |
| * Is available to all students |  |
| * Interacts with students in mutually respectful and friendly manner |  |
| * Makes an effort to know students as individuals |  |
| * Uses discretion in handing confidential information and difficult situations |  |
|  |  |
|  | Total Points 0 / 20 |
|  |  |
| **STANDARD VI – Demonstrates Commitment to Ongoing Professional Growth** | **Enter Score** |
| * Keeps abreast of developments in the counseling profession including the use of technology |  |
| * Seeks opportunities to learn from colleagues, students, parents and community members |  |
| * Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops and conferences |  |
| * Carries out guidance responsibilities promptly and accurately in accordance with established job description |  |
| * Promotes equity with respect to gender, ethnicity and inclusively in school policy and interpersonal relationships |  |
| * Balancing professional responsibilities and maintaining motivation |  |
|  |  |
|  | Total Points 0 / 24 |
|  |  |

**Maximum points possible = 128**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards** | **Evaluation Score** | | **Possible Score** |
| Standard I | 0 | | 20 |
| Standard II | 0 | | 20 |
| Standard III | 0 | | 20 |
| Standard IV | 0 | | 24 |
| Standard V | 0 | | 20 |
| Standard VI | 0 | | 24 |
| **Cumulative Total** | 0 | | **128** |
|  |  | |  |
| **A satisfactory performance rating =** | | | |
| 1. 75% or more in each standard (a score of 15 or 18, depending on possible score) | | | |
| **and** | | | |
| 2. 80% or more overall (a score of 102 or greater) | | | |
| Satisfactory | | Unsatisfactory | |

I have read this Summary Evaluation, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
| Evaluator Signature |  | Date |  | Counselor Signature |  | Date |
|  |  |  |  |  |  |  |
| Print Name |  |  |  | Print Name |  |  |