



Spearfish Public Schools

Counselor Evaluation



Name: _____ School: _____ Year: _____

Please refer to the School Counselors Level of Performance Rubric for the following:

Domain 1: Planning and Preparation	Notes and comments
1a: Demonstrating knowledge of counseling theory and techniques	
1b: Demonstrating knowledge of child and adolescent development	
1c: Establishing goals for the counseling program appropriate to the setting and the students served.	
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	
1e: Planning the counseling program, integrated with the regular school program	
1f: Developing a plan to evaluate the counseling program	

Domain 1 – Comments: (evidence of strengths and areas of improvement)

Unsatisfactory

Basic

Proficient

Distinguished



Spearfish Public Schools



Counselor Evaluation

Domain 2: The Environment	Notes and comments
2a: Creating an environment of respect and rapport	
2b: Establishing a culture for productive communication	
2c: Managing routines and procedures	
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.	
2e: Organizing physical space	

Domain 2 – Comments: (evidence of strengths and areas of improvement)

Unsatisfactory

Basic

Proficient

Distinguished



Spearfish Public Schools



Counselor Evaluation

Domain 3: Delivery of Service	Notes and comments
3a: Assessing students' needs	
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.	
3c: Using counseling techniques in individual and classroom programs.	
3d: Brokering resources to meet needs	
3e: Demonstrating flexibility and responsiveness	

Domain 3 – Comments: (evidence of strengths and areas of improvement)

Unsatisfactory

Basic

Proficient

Distinguished



Spearfish Public Schools



Counselor Evaluation

Domain 4: Professional Responsibilities	Notes and comments
4a: Reflecting on practice	
4b: Maintaining records and submitting them in a timely fashion	
4c: Communicating with families	
4d: Participating in a professional community	
4e: Engaging in professional development	
4f: Showing professionalism	

Domain 4 – Comments: (evidence of strengths and areas of improvement)

Unsatisfactory

Basic

Proficient

Distinguished



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Evaluator Comments: (Attach additional sheets if needed)

Any items you would like to discuss?

What would you consider your most pressing need or problem?? How can I help you solve that?

Counselor Comments:



Spearfish Public Schools
Counselor Evaluation



Recommended for employment

Recommended for employment with qualifications

Not recommended for employment

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

The above signatures certify we have read and discussed the above report.

Staff member's signature does not necessarily denote agreement but only that the summative evaluation has been read and discussed with the evaluator.



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Counselor Evaluation



School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration of other school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both in and outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for student's academic, personal/social and career development.

Reflection Questions

The counselor is required to complete this form and turn it in prior to or at the evaluation conference.

Date/Time of Conference:	
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Questions for discussion: *(Please type or write answers to each)*

1. In general how successful has your year been? How do you know?
2. Other than the normal day to day aspects of your job, what other required services have emerged during the school year? How have you dealt with those?
3. Comment on your normal daily procedures and how you vision enhancing those in the future.

4. How have you, or will you, serve as a resource to students, parents and teachers.

5. Comment on what you see as our student's greatest need and how you will assist those students in meeting that need.

6. Think of a meeting you had with a student this year. If you had a chance to "redo" that particular session, what would you do differently (if anything).

Domain 1 for School Counselors: Planning and Preparation

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<u>1a: Demonstrating knowledge of counseling theory and techniques</u>	Counselor demonstrates little understanding of counseling theory and techniques	Counselor demonstrates basic understanding of counseling theory and techniques	Counselor demonstrates understanding of counseling theory and techniques	Counselor demonstrates deep understanding of counseling theory and techniques
Possible evidence: Professional development, literature/resources, policy reviews/handbooks, situational examples, IEP's, small groups, best practices (procedure for suicidal ideation, consultation for IEP's), observations.				
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical development characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which the individual students follow the general patterns.
Possible evidence: Professional development, lesson plans, presentations, meeting agendas (senior class meetings, etc) IEP's, referrals, student activity/interaction, observations				
<u>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</u>	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the student and have been developed following consultation with students, parents, and colleagues.
Possible evidence: Master calendar, measurable data (DSTEP, school improvement teams, attendance, behavior, etc), pre-post assessments, climate surveys, needs assessments, school profile, create and monitor annual program goals.				
<u>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</u>	Counselor demonstrates little or no knowledge of governmental regulations and of resources for student available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for student is extensive, including those available through the school or district and in the community.
Possible evidence: Professional development, 504's/IEP's, regulations, school law, mandatory reporting, ethics, school counseling program and other resource brochures (pregnancy, violence, etc) Resources school handbook, local, government, agencies, policies. Post-secondary planning: Financial aid, admissions, military, career. Elementary school admission (immunizations, social security numbers, FERPA, etc).				
<u>1e: Planning the counseling program, integrated with the regular school program</u>	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that included the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Possible evidence: Master calendar/action plan, guidance curriculum (character counts, bullying programs, etc.), needs assessment, mission statement (aligned with school's mission statement), Refer to ASCA or SD Comprehensive School Counseling Model for sample.				
<u>1f: Developing a plan to evaluate the counseling program</u>	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Possible evidence: Portfolios, rubric, pre-post assessments for guidance units, communication with staff and administration, SD Comprehensive Counseling Model, needs assessment (parent, teachers, students, community, etc.) See 1c and 1d.				

Domain 2 for School Counselors: The Environment

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<u>2a: Creating an environment of respect and rapport</u>	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
<i>Possible evidence: Student request forms, surveys, visibility to students (hallways, activities), immediate interventions, school climate involvements, leadership initiative, personal statements from parents, teachers, students, thank you's, etc, student interaction observations (also informal – student activities, hallways, etc.)</i>				
<u>2b: Establishing a culture for productive communication</u>	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
<i>Possible evidence: Teachers referral documentation, teacher/student mediation, presentations, committees, special programs, educate student on productive communication, conflict resolutions, etc., modeling productive communication (non-formal observations).</i>				
<u>2c: Managing routines and procedures</u>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintain them.
<i>Possible evidence: Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc), suggested percentages can be found within SD comprehensive school counseling model.</i>				
<u>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.</u>	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
<i>Possible evidence: Active leadership roles, committee involvement, counseling session times focused and goal oriented, session expectations and limitations, student/staff conduct (handbook, policies/procedures).</i>				
<u>2e: Organizing physical space</u>	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
<i>Possible evidence: Inviting space, files organized, overall organization of space, developmentally appropriate materials and environment, student artwork, no hazards</i>				

Domain 3 for School Counselors: Delivery of Service

	Level of Performance			
Component	Unsatisfactory	Basic	Proficient	Distinguished
<u>3a: Assessing students needs</u>	Counselor does not assess students needs, or the assessments results in inaccurate conclusions.	Counselor’s assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individual assessments of student needs to contribute to program planning.
<i>Possible evidence: Climate survey, needs assessments, use of career, academic, personal/social planning and assessments (ACT, ASVAB, SRB, SDMyLife, Personal Learning Plans), referrals, 360 degree evaluations</i>				
<u>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.</u>	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
<i>Possible evidence: advisory, use of career, academic, personal/social planning (see above), master calendar, classroom guidance, graduation requirements, contact log.</i>				
<u>3c: Using counseling techniques in individual and classroom programs.</u>	Counselor has few counseling techniques to help students acquire skills in decision making an problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making an problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<i>Possible evidence: Collaboration with other school counselors, resource officers, supervision, etc., observable situations, coordination of activities (special programs, college recruiters, etc.)</i>				
<u>3d: Brokering resources to meet needs</u>	Counselor does not make connections with other programs in order to meet student needs.	Counselor’s efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
<i>Possible evidence: Coordination of assemblies, speakers, career assessment interpretations, parent workshops, SPED, TAG, TAT, RTI, transition program, free resources (Upward bound, talent search, teaching tolerance, Great Lakes, HRSA, etc., referrals, SDMyLife</i>				
<u>3e: Demonstrating flexibility and responsiveness</u>	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
<i>Possible evidence: Observations, contact log, time task analysis, needs assessments, crisis plan implementation, providing staff development, active professional development, active best practices, flexibility in scheduling, crises, etc.</i>				

Domain 4 for School Counselors: Professional Responsibilities

Component	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
<u>4a: Reflecting on practice</u>	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
<i>Possible evidence: Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.) Document meeting administrators to review counseling goals. Staff and student meetings regarding counseling program (strengths, weaknesses, needs). Yearly review/program audit. Develop personal wellness plan (mental, physical, emotional, etc.).</i>				
<u>4b: Maintaining records and submitting them in a timely fashion</u>	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
<i>Possible evidence: School policy paperwork and documentation. Handling confidential materials (secure). Timely referrals (DSS, CPS, agencies, etc.). Organized, logical record keeping.</i>				
<u>4c: Communicating with families</u>	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
<i>Possible evidence: Introduction to counseling program letter (newsletter, brochure, website). Informed consent, back to school night, student handbook, verbal reminders, parent contact log (email, phone tally), parent outreach (parent/teacher conferences).</i>				
<u>4d: Participating in a professional community</u>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
<i>Possible evidence: Membership in professional organizations (local, state, national), leadership roles, volunteering.</i>				
<u>4e: Engaging in professional development</u>	Counselor does not participate in professional development activities when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and make a substantial contribution to the professional through such activities as offering workshops to colleagues.
<i>Possible evidence: Presenting at conferences, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEU's (webinars, etc.).</i>				
<u>4f: Showing professionalism</u>	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
<i>Possible evidence: Observations (via administration, other, etc.), communicating respectfully, maintaining confidentiality, approach to advocating for students.</i>				