

Erie Community School District #1 Counselor Evaluation Plan

Counselor Summative Evaluation Form

Teacher:	School Year:
Building:	Administrator:

DOMAIN 1: PLANNING AND PREPARATION				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>1a:</i> <i>Demonstrating knowledge of counseling theory and techniques, e.g., individual consultations, group process</i>	<i>Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups.</i> <input type="checkbox"/>	<i>Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals.</i> <input type="checkbox"/>	<i>Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices.</i> <input type="checkbox"/>	<i>Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic, personal, social choices.</i> <input type="checkbox"/>
<i>1b:</i> <i>Demonstrating knowledge of child and adolescent development</i>	<i>Counselor displays little or no knowledge of child and adolescent development</i> <input type="checkbox"/>	<i>Counselor displays partial knowledge of child and adolescent development</i> <input type="checkbox"/>	<i>Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.</i> <input type="checkbox"/>	<i>In addition to knowledge of the developmental characteristics, and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.</i> <input type="checkbox"/>
<i>1c:</i> <i>Establishing goals for the counseling program appropriate to the setting and the students served</i>	<i>Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.</i> <input type="checkbox"/>	<i>Counselor's goals for the counseling program are rudimentary, and are partially suitable to the situation and the age of the students.</i> <input type="checkbox"/>	<i>Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.</i> <input type="checkbox"/>	<i>Counselor's goals for the program are highly appropriate to the situation in the school and to the age of the students, and have been developed following consultations with students, parents, and colleagues. Goals include working with others to effect wider change throughout the school.</i> <input type="checkbox"/>
<i>1d:</i> <i>Demonstrating knowledge of state and federal regulations, and resources within and beyond the school and district</i>	<i>Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district.</i> <input type="checkbox"/>	<i>Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly.</i> <input type="checkbox"/>	<i>Counselor displays awareness of governmental regulations and resources for students available through the school or district, and some familiarity with resources external to the school.</i> <input type="checkbox"/>	<i>Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.</i> <input type="checkbox"/>

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<p><i>1e:</i></p> <p><i>Planning the counseling program, integrated with the regular school program, and including crisis prevention, intervention, and response</i></p>	<p><i>Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>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.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Counselor has developed a plan that includes the important aspects of counseling in the setting.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Counselor's plan is highly coherent, and serves to support not only the students individually and in groups, but the broader educational program.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><i>1f:</i></p> <p><i>Developing a plan to evaluate and communicate findings of the counseling program</i></p>	<p><i>Counselor has no plan to evaluate the program, or resists suggestions that such an evaluation is important.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Counselor has a rudimentary plan to evaluate the counseling program.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>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.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis.</i></p> <p style="text-align: center;"><input type="checkbox"/></p>

Summary Comments for Domain 1:

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DOMAIN 2: THE CLASSROOM ENVIRONMENT				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: <i>Creating an environment of respect and rapport</i>	<i>Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.</i> <input type="checkbox"/>	<i>Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.</i> <input type="checkbox"/>	<i>Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.</i> <input type="checkbox"/>	<i>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> <input type="checkbox"/>
2b: <i>Establishing a culture for productive communication</i>	<i>Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers, or between students and teachers.</i> <input type="checkbox"/>	<i>Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.</i> <input type="checkbox"/>	<i>Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.</i> <input type="checkbox"/>	<i>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> <input type="checkbox"/>
2c: <i>Managing routines and procedures</i>	<i>Counselor's routines for the counseling center or classroom work are non-existent or in disarray.</i> <input type="checkbox"/>	<i>Counselor has rudimentary and partially successful routines for the counseling center or classroom.</i> <input type="checkbox"/>	<i>Counselor's routines for the counseling center or classroom work effectively</i> <input type="checkbox"/>	<i>Counselor's routines for the counseling center or classroom work are seamless, and students assist in maintaining them.</i> <input type="checkbox"/>
2d: <i>Establishing standards of conduct, and contributing to the culture for positive student behavior and achievement throughout the school</i>	<i>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.</i> <input type="checkbox"/>	<i>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.</i> <input type="checkbox"/>	<i>Counselor has established clear standards of conduct for counseling session, and makes a significant contribution to the environment of civility in the school.</i> <input type="checkbox"/>	<i>Counselor has established clear standards of conduct for counseling session, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.</i> <input type="checkbox"/>
2e: <i>Organizing Physical Space</i>	<i>The physical environment is in disarray, or is inappropriate to the planned activities.</i> <input type="checkbox"/>	<i>Counselor's attempts to create an inviting and well-organized physical environment are partially successful.</i> <input type="checkbox"/>	<i>Counseling center or classroom arrangements are inviting, and conducive to the planned activities.</i> <input type="checkbox"/>	<i>Counseling center or classroom arrangements are inviting, and conducive to the planned activities. Students have contributed ideas to the physical arrangement.</i> <input type="checkbox"/>

Summary Comments for Domain 2:

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DOMAIN 3: INSTRUCTION

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: <i>Assessing student needs</i>	<i>Counselor does not assess student needs, or the assessments result in inaccurate conclusions.</i> <input type="checkbox"/>	<i>Counselor's assessments of student needs are perfunctory.</i> <input type="checkbox"/>	<i>Counselor assesses student needs, and knows the range of student needs in the school.</i> <input type="checkbox"/>	<i>Counselor conducts detailed and individualized assessment of student needs to contribute to program planning.</i> <input type="checkbox"/>
3b: <i>Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs.</i>	<i>Counselor's program is independent of identified student needs.</i> <input type="checkbox"/>	<i>Counselor's attempts to assist students and teachers to formulate academic, personal/social, and career plans are partially successful.</i> <input type="checkbox"/>	<i>Counselor assists students and teachers to formulate academic, personal/social, and career plans for groups of students.</i> <input type="checkbox"/>	<i>Counselor assists individual students and teachers to formulate academic, personal/social, and career plans.</i> <input type="checkbox"/>
3c: <i>Using counseling techniques, in individual and classroom programs</i>	<i>Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning.</i> <input type="checkbox"/>	<i>Counselor displays a narrow 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> <input type="checkbox"/>	<i>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.</i> <input type="checkbox"/>	<i>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> <input type="checkbox"/>
3d: <i>Brokering resources to meet needs</i>	<i>Counselor does not make connections with other programs in order to meet student needs.</i> <input type="checkbox"/>	<i>Counselor's efforts to broker services with other programs in the school are partially successful.</i> <input type="checkbox"/>	<i>Counselor brokers with other programs within the school or district to meet student needs.</i> <input type="checkbox"/>	<i>Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.</i> <input type="checkbox"/>
3e: <i>Demonstrating Flexibility and Responsiveness</i>	<i>Counselor adheres to his or her plan, in spite of evidence of its inadequacy.</i> <input type="checkbox"/>	<i>Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.</i> <input type="checkbox"/>	<i>Counselor makes revisions in the counseling program when it is needed.</i> <input type="checkbox"/>	<i>Counselor is continually seeking way to improve the counseling program, and makes changes as needed in response to student, parent, or teacher input.</i> <input type="checkbox"/>

Summary Comments for Domain 3:

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a: <i>Reflecting on practice</i>	<i>Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.</i> <input type="checkbox"/>	<i>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</i> <input type="checkbox"/>	<i>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.</i> <input type="checkbox"/>	<i>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> <input type="checkbox"/>
4b: <i>Maintaining records, and submitting them in a timely fashion</i>	<i>Counselor's reports, records and documentation are missing, late, or inaccurate, resulting in confusion.</i> <input type="checkbox"/>	<i>Counselor's reports, records and documentation are generally accurate, but are occasionally late.</i> <input type="checkbox"/>	<i>Counselor's reports, records and documentation are accurate, and are submitted in a timely manner.</i> <input type="checkbox"/>	<i>Counselor's approach to record-keeping is highly systematic and efficient, and serves as a model for colleagues across the n other schools.</i> <input type="checkbox"/>
4c: <i>Communicating with Families</i>	<i>Counselor provides no information to families, either about the counseling program as a whole or about individual students.</i> <input type="checkbox"/>	<i>Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.</i> <input type="checkbox"/>	<i>Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.</i> <input type="checkbox"/>	<i>Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.</i> <input type="checkbox"/>
4d: <i>Participating in a Professional Community</i>	<i>Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.</i> <input type="checkbox"/>	<i>Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.</i> <input type="checkbox"/>	<i>Counselor participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.</i> <input type="checkbox"/>	<i>Counselor makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.</i> <input type="checkbox"/>
4e: <i>Engaging in professional development</i>	<i>Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills.</i> <input type="checkbox"/>	<i>Counselor participation in professional development activities is limited to those that are convenient or are required.</i> <input type="checkbox"/>	<i>Counselor seeks out opportunities for professional development based on an individual assessment of need.</i> <input type="checkbox"/>	<i>Counselor actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</i> <input type="checkbox"/>
4f: <i>Showing professionalism, including integrity, advocacy, and maintaining confidentiality</i>	<i>Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.</i> <input type="checkbox"/>	<i>Counselor is honest in interactions with colleagues, students, and the public, and does not violate confidentiality.</i> <input type="checkbox"/>	<i>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.</i> <input type="checkbox"/>	<i>Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and advocating for students, taking a leadership role with colleagues.</i> <input type="checkbox"/>

Summary Comments for Domain 4:

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Unsatisfactory

• > 2 components are rated as “Unsatisfactory”

☐

Needs Improvement

• > 2 components are rated as “Needs Improvement”, and/or;
• ≤ 2 components are rated as “Unsatisfactory”

☐

Proficient

• A maximum of 2 components are rated as “Needs Improvement”, and;
• 0 components are rated as “Unsatisfactory”

☐

Excellent

• ≥ 17 of the components are rated as “Excellent”, and;
• 0 components are rated as “Needs Improvement”, and;
• 0 components are rated as “Unsatisfactory”

☐

Summary Comments:

Counselor Signature:	Date:
Administrator Signature:	Date:

*Counselor comments may be written on a separate sheet of paper