

SANTA CRUZ VALLEY
UNIFIED SCHOOL DISTRICT NO. 35
SCHOOL COUNSELOR
EVALUATION
SYSTEM

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Definitions

Approaches Performance Standard	An evaluative marking indicating adequate counseling performance. Counseling skills promote learning, but more consistency or increased quality could improve effectiveness and learning rate.
Checklist	The evaluation summary of the evaluatee's professional performance for each evaluation cycle.
Continuing Teacher	A certificated teacher who has been employed by the District for the major portion of three (3) consecutive school years and who has not been designated in the lowest performance classification for the previous school year.
Correction Plan	A plan to correct counseling performance that is deemed to be inadequate because the performance is marked "Falls Below Performance Standard" according to the evaluation criteria. See page 10.
Evaluator	Administrator or other designee trained and appointed by the School Board to evaluate certified staff.
Evaluatee	Certified staff being evaluated. The term "school counselor" is used synonymously in this system.
Falls Below Performance Standard	An evaluative marking indicating that the counseling performance is substandard. Skills have not been used effectively, appropriately, or consistently to facilitate academic success. This level of performance requires the completion of a Correction Plan.
Focused Observation	The evaluator or school counselor may choose a specific counseling behavior to be observed and evaluated.
Formal Observation	The observation of a full, uninterrupted lesson by an evaluator of a school counselor which includes the post-observation conference and completion of a post-observation form.
Meets Performance Standard	An evaluative marking for counseling performance that demonstrates a full array of teaching skills USED EFFECTIVELY AND CONSISTENTLY.
Non-focused Observation	No specific counseling behavior is identified prior to the observation as one to be evaluated.
Observation	A period of time in which the evaluator is present with the school counselor observing what is going on.
Professional Standards	The successful school counselor must exhibit ethics, attitudes and behaviors that enhance the specific work environment and profession

as a whole. While these attributes may be carried into the classroom, this element of evaluation is intended to address issues that fall outside of the process applicable to inadequate performance.

Reliability	The ability of an instrument to measure performance consistently across different classrooms in the District or across classrooms statewide.
Scaffolding	A teaching technique which provides support and assistance in the early stages of learning a new concept or strategy, and then gradually withdraws the support as the learning is mastered.
School Counselor Artifacts	Classroom lesson plans and/or counseling group curriculum, instructional materials, student files, case notes, and assessment documents which form the basis for effective instruction and counseling, and reflect alignment with standards. Accurate records concerning student achievement, attendance and discipline which are maintained and used to communicate essential information appropriately.
School Level Data	Data that is limited to the student academic performance within an individual school.
Special Factors	Conditions in the work environment that may have an adverse effect on the success of a lesson or overall performance; information that will facilitate the evaluator's perception of what is happening in the environment.
Validity	The extent to which an assessment's content is aligned to the state standards, representative of the actual skills learned and allows accurate conclusions concerning student achievement.

The Evaluation System

Purpose

The primary purpose of this system shall be to foster the professional growth of each individual and thereby improve the quality of the school experience and instruction in the District. The focus of this process is to enhance student learning, maintain excellence in counseling and in school counselor professionalism, and refine instruction. In order for this plan to be effective the evaluator and the school counselor must be mutually responsible for a cooperation that leads to growth and development.

System Review/Revision

There should be a continual review of the District evaluation system by a committee of school counselors and administrators to insure that the system meets the stated objectives. This committee should meet once a year. Any changes should be finalized before the issuance of contracts.

Evaluator Training/Orientation Cycle

Initial Evaluator Training

Every District evaluator will receive training in an evaluation course. The training can involve role playing, observing taped lessons and mentoring in order to achieve reliability between District evaluators. The training will be completed before evaluators start any evaluations.

Evaluator Orientation

Before the beginning of each school year, there will be an evaluator orientation to focus on the new cycle that will be started. The Superintendent, or his designee, will conduct the evaluator orientation, prior to school counselor orientation. Any necessary refinements and/or updates will be made and the process will be reviewed. There also can be a critique of taped lessons so that inter-evaluator reliability can be maintained in the District.

School Counselor Training/Orientation Cycle

All new school counselors will receive an overview of the school counselor evaluation instrument during an orientation meeting. School counselors who are continuing with the District are welcome to attend the annual orientation, but not required, unless the evaluation instrument or policy contains changes from the previous year, or have been instructed by their evaluator to attend. The orientation will include information on the evaluation system emphasizing the process and the criteria that will be used. An administrator or qualified evaluator will act as facilitators sharing in delivery of this information.

The annual evaluation orientation is conducted before the beginning of the formal evaluation cycle. At this time any and all questions and concerns that the school counselor may have will be clarified. Instruction, school policy and procedures, school/district rules, etc. may be discussed. The evaluation system and format will be covered. Dates for the formal evaluation can also be considered at this time.

Evaluations

The evaluator shall complete an evaluation of performance for each school counselor at least once per school year. This evaluation should be completed by April 1st. Additional school counselor performance evaluations, may occur as deemed necessary.

An evaluation of performance will be based upon the satisfactory performance of job expectations as determined by the following:

- Job description
- Two (2) formal full lesson observations which are separated by at least sixty (60) calendar days
- Informal observations
- School counselor's cumulative record
- School counselor artifacts (see Appendix A for examples)
- Student achievement data
- Other evidence of school counselor performance

The evaluator may waive a second formal observation for a continuing teacher whose teaching performance based upon the first formal observation places the continuing teacher in one of the two highest performance classifications, unless the continuing teacher requests a second observation.

Data and Goals

Annually, at the start of each evaluation cycle, the evaluator and their evaluatee will confer to determine area(s) of focus in Section I: Development and Management of a Comprehensive School Counseling Program, Section II: Indirect Services and Section III: Group Instruction and identify the activities and/or resources that will support growth in these areas. The form may be submitted as early as acceptance of teaching contract for subsequent year, but no later than the twentieth (20th) school day of the year. Forms for new school counselors must be submitted within ten (10) school days from the date of hire.

Formal Observations

Observations

Full lesson observations should be coordinated in advance to ensure the classroom visit serves the purpose of the System. For first year school counselors, this should include a personal conference between the evaluator and evaluatee. At a minimum, this conference must include a setting of the schedule and a distribution of the forms. A clear understanding of the expectations (focus or no focus) of the visit and the preparation by the teacher of items such as the lesson plans, special factors, time verifications, method of gathering information, and inclusion of a peer teacher will be discussed. The evaluator may request lesson plans in advance of the visit.

The formal observation will be a minimum of a full, uninterrupted lesson in duration to allow adequate time for the school counselor to demonstrate his/her competencies. A formal

observation may not be conducted within two (2) instructional days of any school break of one week or more. The evaluator will actively record observations.

Post Observation Conference (POC)

The evaluator will endeavor to hold the post observation conference within five (5) working days of the observation unless it is mutually agreed upon between parties or unless there are unforeseen absences or commitments by evaluator or school counselor. Upon written request of evaluatee and approval of evaluator, an evaluatee may request a peer teacher, mentor or teacher representative attend the post-observation conference.

The following elements of the lesson will be addressed during this time so that the conference can be a tool of further professional growth for the teacher:

- School counselor – complete a self-analysis of the observation
- Evaluator – reinforce effective counseling development/delivery and instruction
- Evaluator – provide for refinement of counseling development/delivery and/or instruction that shows areas of needed growth
- Jointly – summarize the post observation conference

At the end of the POC, the evaluator will summarize the meeting on a POC form. The feedback in this form should be clearly understood by a third party reader and a written copy must be provided to the evaluatee within ten (10) working days. If more than ten (10) working days lapse, the evaluator must observe another full lesson.

Informal Observations

Informal Observation

Informal observations are non-scheduled classroom visits and/or observations of the school school counselor in any scenario that relates to the implementation of their teaching duties. Informal observations can occur at any time and for any duration. Informal observations made by the evaluator may be used to support the evaluation process.

Post Observation Conference

If the evaluator determines there is a need to conference on what is observed informally, a post conference may be scheduled to share the observation. This meeting can be recorded on a POC form.

Timelines

The following documents should be received by the Human Resources Department no later than the dates listed below.

August 31st Annual Goals Form for all school counselors

October 15 th	First POC Form for all first year school counselors and school counselors with noted deficiencies
December 15 th	First POC Form for all non-first year school counselors
March 15 th	Second POC Form for all school counselors with noted deficiencies
April 1 st	Second POC Form for all remaining school counselors
	Summative Evaluation packet for all school counselors

Inadequacy of Performance

The criteria of instructional responsibilities are those items under each standard as stated in the Evaluation Criteria in Section I: Development and Management of a Comprehensive School Counseling Program, Section II: Indirect Services, Section III: Accountability and Section IV: Group Instruction. These criteria are those which directly impact the effectiveness of instruction.

- A school counselor's classroom performance is inadequate if the school counselor does not meet any one or more of the criteria for effective teaching as stated in the evaluation criteria Section I: Development and Management of a Comprehensive School Counseling Program, Section II: Indirect Services, Section III: Accountability and Section IV: Group Instruction as determined by the evaluator through a summative evaluation.

The school counselor shall be given a Preliminary Notice of Inadequacy of Classroom Performance pursuant to A.R.S. §15-538 if the administration intends to recommend a school counselor nonrenewal or dismissal. The school counselor will have at least forty-five (45) instructional days in which to complete the correction plan and demonstrate that the school counselor has overcome the inadequacies. A formal observation evaluation shall be made after the conclusion of the correction period in order to determine if the school counselor has corrected the inadequacies.

Professional Standards

Professional Ethics, Attitudes and Behavior

Section V of the Evaluation Criteria is separate from classroom performance and addresses professional attitudes, behaviors, skills and ethics that are outside of the performance element of the School Counselor Evaluation System. Deficiencies identified in this area by the School Counselor Performance Evaluation are not subject to the statutory remedial periods.

Unprofessional Conduct/Conduct in Violation of The Rules and Policies of the Governing Board

In addition to the other policies found in Board Policy and elsewhere, for the purpose of this instrument only, and not to limit the definition found in ARS §15-539, a school counselor's performance is considered unprofessional conduct/conduct in violation of the rules of policies of the Governing Board if either of the following occur:

1. the school counselor violates or fails to meet any criteria under Section V "Professional Standards" **or**
2. there is reliable and substantial evidence that a school counselor's failure to meet any of the criteria on Section I: Development and Management of a Comprehensive School Counseling

Program, Section II: Indirect Services, Section III: Accountability and Section IV: Group Instruction is volitional (the result of the school counselor's choice), in which case the school counselor's failure to meet the criteria is not inadequate performance and may be deemed unprofessional conduct.

In either of these two situations the district shall not be required to provide the statutory remedial periods to correct the behavior before taking disciplinary action.

Correction Plan

If there are one or more items from Section I, II, III or IV marked "Falls Below Performance Standard," the evaluator and school counselor will develop a correction plan to address identified deficient area(s). The final determination made by the evaluator may include a notice of non-renewal or dismissal.

During this process, it is hoped that the evaluator will provide the school counselor an opportunity to agree to the written plan, but it is not necessary to have full agreement by the school counselor if the evaluator views certain actions to be essential for adequate counseling performance to occur. A correction plan should include, but is not limited to, the following areas:

- Specific area(s) of concern
- Description of steps/skills required to improve specific area of concern
- Timeline for required corrections to occur
- Measurement by which the evaluator will determine if school counselor has corrected deficiencies
- Human and material resources available to school counselor

This plan is valid for the time periods indicated on the correction plan and must be terminated through a formal evaluation.

Summative Evaluation

The summative evaluation consists of a conference between the school counselor and the evaluator to summarize the school counselor performance for that specific portion of the academic year or to summarize a correction plan. During the conference evaluations of the school counselor's performance will be discussed. Any correction plan that was written will also be discussed. All or part of the above mentioned items can be used in the summative evaluation.

Certified Evaluation Criteria

To create life-long and successful learners in an ever-changing world, school counselors need to implement appropriate skills, knowledge and methodologies in the school environment. They need to counsel using strategies, methodologies and techniques that will address students' learning and school success in a manner that meets the needs of **all** students (ESL, Special Education, Gifted, Native English speakers, etc.) and is bias free.

Section I: Development and Management of a Comprehensive School Counseling Program

The school counselor plans, organizes and delivers an American Association of School Counselor Model (ASCA) Program.

1. A program is designed to meet the needs of the school.
2. The school counselor demonstrates positive interpersonal relationships with students in the delivery of a CCBG program.
3. The school counselor demonstrates positive interpersonal relationships with educational staff in the delivery of a CCBG program.
4. The school counselor demonstrates positive interpersonal relationships with parents or guardians in the delivery of a CCBG program.

B. The school counselor implements the guidance component through the use of effective instructional skills and careful planning of structured group sessions for all students.

1. The school counselor teaches school guidance units effectively.
2. School guidance units address the national counseling standards as appropriate for students developmental level.
3. The school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

C. The school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.

1. The school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
2. The school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
3. The school counselor collaborates with administrators, school staff, parents or guardians, and students to develop and implement appropriate individual academic plans.

D. The school counselor implements the responsive services component through the effective use of individual and small group counseling, consultation and referral skills.

1. The school counselor counsels individual students and small groups of students with identified needs and concerns.
2. The school counselor consults effectively with parents of guardians, teachers, administrators and other relevant individuals.
3. The school counselor implements an effective referral process with administrators, teachers and other school personnel.

- E. The school counselor discusses the counseling department management system and the program action plans with the school administrator.**
1. The school counselor discusses the yearly action plan that addresses the individual school's progress with other members of the counseling staff and with the school administrator.
 2. The school counselor discusses the program results anticipated when implementing the action plans for the school year.
 3. The school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.

Section II. Indirect Services

- A. The school counselor implements the systems support component through effective guidance program management and support for other educational programs.**
1. The school counselor provides a comprehensive school counseling program in collaboration with school staff.
 2. The school counselor provides support for other school programs.
- B. The school counselor implements the master calendar/time component to have an effectively run program.**
1. The school counselor uses a master calendar to plan activities through the year.
 2. The school counselor distributes the master calendar to parents, staff and students.
 3. The school counselor posts a weekly/monthly calendar.
 4. The school counselor analyzes their time spent providing direct service to students.
- C. The school counselor is a student advocate, leader, collaborator and a systems change agent.**
1. The school counselor promotes academic success of every student.
 2. The school counselor promotes equity and access for every student.
 3. The school counselor actively collaborates with fellow District counselors and administrators.
 4. The school counselor understands reform issues and works to close the achievement gap.
 5. The school counselor collaborates with teachers, parents and the community to promote academic success of students.
 6. The school counselor builds effective teams by encouraging collaboration among all school staff.
 7. The school counselor uses data to recommend systemic change in policy and procedures that limit, inhibit, or are ineffective in promoting academic achievement.

Section III. Accountability

- A. The school counselor knows how to use data as a guide to program direction and emphasis.**
1. The school counselor uses school data to make decisions regarding student choice of classes and special programs.

2. The school counselor uses data from the counseling program to make decisions regarding program revisions.
 3. The school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
 4. The school counselor understands and uses data to establish goals and activities to improve school programs.
- B. The school counselor monitors the students on a regular basis as they progress in school.**
1. The school counselor is accountable for monitoring student progress regularly as appropriate for the student grade level (minimum once per year).
 2. The school counselor implements monitoring systems appropriate to the individual school.
 3. The school counselor develops appropriate interventions for students as needed and monitors their progress.
- C. The school counselor has developed a results evaluation for the program.**
1. The school counselor measures results attained from school guidance curriculum and the counseling program.
 2. The school counselor works with members of the counseling team and with the administrators to clarify how programs are evaluated and how results are shared.
 3. The school counselor knows how to collect and process perception and results data.

Section IV: Group Instruction

- A. The school counselor clearly defines the language and content objectives and communicates them to all students.**
1. The objective is aligned to the counseling competencies and standards.
 2. The objective is clear and stated in measurable terms.
 3. The objective is selected at the appropriate level of difficulty for students.
 4. The school counselor identifies sub-objectives and arranges them in a logical, sequential order.
 5. The school counselor selects activities that support the objective.
- B. The school counselor builds background knowledge that establishes links to prior knowledge and life experiences. (Anticipatory Set)**
1. The anticipatory set is relevant to the objective.
 2. The anticipatory set creates interest and motivation.
 3. The anticipatory set links concepts to the students' prior knowledge.
 4. The anticipatory set links concepts to the students' prior learning.
 5. Students are actively involved in the anticipatory set.
 6. The anticipatory set is used as a transition between objectives/ lessons.
- C. The school counselor introduces and emphasizes key vocabulary throughout the lesson.**
1. The school counselor explicitly teaches key content vocabulary.
 2. The school counselor explicitly teaches academic vocabulary.
 3. Vocabulary is taught in context and repeated throughout the lesson.

- D. The school counselor provides comprehensible input throughout the lesson.**
1. The school counselor gives a clear explanation of the tasks.
 2. The school counselor's speech is appropriate for all proficiency levels.
 3. The school counselor adapts content for all proficiency levels.
 4. The school counselor uses a variety of techniques to make concepts comprehensible.
- E. The school counselor monitors and adjusts throughout the lesson.**
1. The school counselor uses a variety of techniques to monitor, e.g., scanning, questioning, checking student work, group response, board work, etc.
 2. The school counselor re-teaches to individuals or groups as appropriate when monitoring reveals a lack of comprehension.
 3. The school counselor alters instructional delivery when re-teaching.
 4. The school counselor adjusts the pacing of the lesson delivery.
 5. The school counselor adapts lessons according to the I.E.P's of special needs students and proficiency levels of ELLs.
- F. The school counselor includes strategies in the lesson that promote critical and strategic thinking.**
1. The school counselor explicitly teaches and models learning strategies.
 2. The school counselor uses scaffolding techniques throughout the lesson to support student learning.
 3. The school counselor uses a variety of question- types, including those that promote higher level thinking skills.
- G. The school counselor uses effective questioning techniques.**
1. Questioning is relevant and an integral part of the lesson.
 2. School counselor responses are appropriate.
 3. The school counselor uses a variety of techniques when selecting students for responses to avoid patterns.
 4. The school counselor's questions incorporate the appropriate cognitive levels.
 5. Wait time is varied according to the situation and needs of the students.
- H. The school counselor provides opportunities for interaction and/or discussion.**
1. The school counselor provides grouping configurations that support the language and content objectives of the lesson.
 2. The school counselor provides opportunities for interaction and/or discussion that encourages elaborated responses about lesson concepts.
 3. The school counselor provides opportunities for students to clarify key concepts in the native language as needed.
- I. The school counselor teaches to the language and content objective.**
1. The school counselor teaches to one objective.
 2. The school counselor provides information relevant to the objective.
 3. The school counselor provides activities relevant to the objective.
 4. The school counselor asks questions relevant to the objective.
 5. The school counselor makes responses relevant to the objective.

- J. The school counselor actively engages students in the lesson.**
1. The school counselor generates overt behavior from students.
 2. The school counselor generates covert behavior from students.
 3. The students' behaviors are aligned with the objectives.
 4. The school counselor minimizes off-task time and behaviors.
 5. The school counselor provides for students who complete work early.
- K. The school counselor provides constructive feedback in a timely manner.**
1. The school counselor provides specific feedback.
 2. The school counselor provides immediate feedback.
 3. The school counselor provides feedback in a positive manner.
 4. The school counselor utilizes feedback to diagnose learning and make adjustments in instruction.
- L. The school counselor provides closure/ summary of the objectives.**
1. Closure is relevant to the content objectives.
 2. Closure is relevant to the language objectives.
 3. Closure involves active participation by students.
 4. Closure involves all students simultaneously.
- M. The school counselor maintains a positive feeling/tone during the lesson.**
1. Courtesy and mutual respect are modeled and expected.
 2. Eye contact, facial expressions, gestures, and voice inflection stress points of interest and communicate enthusiasm.
 3. Students are consistently reinforced when they do well, and they are encouraged when they have difficulty.
 4. The atmosphere is caring and friendly.
 5. The school counselor establishes a positive rapport with students.

Section III: Professional Standards

Any standard in this section that is not met may result in disciplinary action, without providing the remedial period otherwise found in statute that includes, but is not limited to a verbal warning, a written warning, an administrative reprimand, temporary suspension with or without pay, or dismissal.

- A. The school counselor adheres to the American School Counselor Association Ethical Standards for School Counselors.**
 - 1. The school counselor is ethical in their responsibilities to the students.
 - 2. The school counselor is ethical in their responsibilities to the parents.
 - 3. The school counselor is ethical in their responsibilities to colleagues and professional associates.
 - 4. The school counselor is ethical in their responsibilities to the school and community.
 - 5. The school counselor is ethical in their responsibilities to the profession.
 - 6. The school counselor is ethical in their maintenance of the standards.

- B. The school counselor maintains records that are adequate and accurate.**
 - 1. Records contain all necessary information in sufficient detail.
 - 2. Records are legible and clearly labeled.
 - 3. Records are well organized.
 - 4. Records are completed in a timely manner.
 - 5. The counselor maintains confidentiality of records unless law authorizes disclosure.

- C. The school counselor interacts professionally with all staff.**
 - 1. The school counselor collaborates positively with all staff.
 - 2. The school counselor problem-solves productively with all staff.
 - 3. The school counselor actively participates during meetings and training.
 - 4. The school counselor establishes and maintains positive rapport with all levels of staff from classified to administration.
 - 5. The school counselor communicates effectively with all staff.

- D. The school counselor interacts professionally with parents.**
 - 1. The school counselor communicates with parents in accordance with District policy and procedures.
 - 2. The school counselor communicates with parents in a timely manner regarding student progress and/or behavior.
 - 3. The school counselor maintains a written record of parent interaction and communication.
 - 4. Interactions convey a positive image of and support for the students, staff, school and community.
 - 5. The school counselor maintains confidentiality with parents unless law authorizes disclosure.

- E. The school counselor follows District policies and procedure.**
 - 1. The school counselor performs assigned duties.
 - 2. The school counselor adheres to policies of the District and school site.
 - 3. The school counselor follows procedures of the District and school site.
 - 4. Timelines are met.
 - 5. The school counselor participates in the development and refinement of policies and procedures.

6. The school counselor follows policies and procedures pertaining to student discipline.

F. The school counselor is professional in attendance and punctuality.

1. The school counselor is on time to work.
2. The school counselor adheres to the stated duty day.
3. The school counselor is on time to all meetings, training, etc.
4. Leave requests are completed and submitted in a timely manner in accordance with District policy.

G. The school counselor maintains school equipment, materials and classroom.

1. The school counselor follows policies and procedures for acquiring equipment and materials as needed.
2. The school counselor is accountable for equipment, materials, furniture and office.
3. The school counselor uses equipment and materials safely and appropriately.
4. The school counselor maintains equipment, materials, furniture and office properly.
5. The school counselor follows policies and procedures for replacing lost/damaged equipment and materials.
6. The school counselor creates a safe learning environment.
7. The school counselor adheres to state fire codes.
8. The school counselor organizes materials utilizing best safety practice.

H. The school counselor actively pursues educational advancement.

1. The school counselor actively participates in District staff development programs.
2. The school counselor seeks professional growth opportunities outside of District staff development programs.
3. The school counselor stays current in instructional methodology and implements acquired training in their work with students.
4. The school counselor demonstrates knowledge of content area and strategies used with students.

Santa Cruz Valley Unified School District No. 35

Annual Data and Goals

(To be completed by evaluator)

Counselor _____ Date _____

Data Sources for Counselor Evaluation

* _____

* _____

*(as needed) _____

*(as needed) _____

Areas of focus/ skills selected from Sections I, II, III and IV of the Counselor Evaluation:

* _____

* _____

* _____

* _____

Activities/ Resources to support growth in the areas of focus selected above:

* _____

* _____

* _____

* _____

Evaluator's Signature

Date

Evaluatee's Signature

Date

Goals maybe established and form maybe submitted as early as acceptance of teaching contract for subsequent year, but no later than the 20th school day of the year. Goals for new teachers must be submitted within ten (10) school days from the date of hire.

Santa Cruz Valley Unified School District No. 35

Post Observation Conference (POC) Form

(To be completed by evaluator)

October 15 th	First POC Form for all first year school counselors and teachers with noted deficiencies
December 15 th	First POC Form for all non-first year counselors
	Second POC Form for all counselors with noted deficiencies
March 15 th	Second POC Form for all remaining counselors

Evaluatee: _____ Evaluator: _____

Date of Conference: _____ Date/time of full lesson observation: _____

One sentence summary of lesson: _____

Standards addressed in lesson: _____

Analysis of Lesson

1. What things in the lesson helped students learn?

2. What parts of the lesson were not helpful to student learning, or what things would you add/change to make learning even more productive?

Evaluatee Signature _____ Date _____ Evaluator Signature _____ Date _____

Copy must be provided to the evaluatee and the original sent to the HR Dept

Santa Cruz Valley Unified School District No. 35

School Counselor Performance Evaluation

School counselor: _____ Site: _____

Date(s) of Formal/Informal Observation(s): _____ / _____ / _____

Time(s): _____ / _____ / _____ Evaluator: _____

The three checklist sections of this evaluation are based on formal and informal observations throughout the school year.

LEGEND	
M	= Meets Performance Standards
A	= Approaches Performance Standards – more consistency or increased quality needed
FB	= Falls Below Performance Standards – major deficiencies Correction Plan is required to meet performance standards.

Section I: Development and Management of a Comprehensive School Counseling Program

	M	A	FB
A. The school counselor plans, organizes and delivers an American Association of School Counselor Model (ASCA) Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The school counselor implements the guidance component through the use of effective instructional skills and careful planning of structured group sessions for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The school counselor implements the individual planning component by guiding individuals and groups of students and their parents through the development of educational and career plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The school counselor implements the responsive services component through the effective use of individual and small group counseling, consultation and referral skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The school counselor has discussed the counseling department management system and the program action plans with the school administrator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section II: Indirect Services

	M	A	FB
A. The school counselor implements the systems support component through effective guidance program management and support for other educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The school counselor implements the master calendar/time component to run an effectively run program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The school counselor is a student advocate, leader, collaborator and a systems change agent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section III: Accountability

	M	A	FB
A. The school knows how to use data as a guide to program direction and emphasis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The school counselor monitors the students on a regular basis as they progress in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The school counselor has developed a results evaluation for the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section IV: Group Instruction

	M	A	FB
A. The school counselor clearly defines the language and content objectives and communicates them to all students when engaging in classroom or small group instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. The school counselor builds background knowledge that establishes links to prior knowledge and life experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. The school counselor introduces and emphasizes key vocabulary throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. The school counselor provides comprehensible input throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. The school counselor monitors and adjusts throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. The school counselor includes strategies in the lesson that promote critical and strategic thinking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. The school counselor uses effective questioning techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. The school counselor provides opportunities for interaction and/or discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. The school counselor teaches to the language and content objective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. The school counselor actively engages students in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. The school counselor provides feedback in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. The school counselor provides closure/ summary of the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M. The school counselor maintains a positive feeling/ tone during the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: (additional comments may be attached as necessary)

Check One

- No rating required at this time
- Correction Plan is required
- Recommended For Contract
- Recommended for Notice of Non-Renewal or Dismissal

 Evaluator's Signature

 Date

Statement of Assurances

I have reviewed the attached observation/evaluation and I agree with it.

School Counselor Signature

Date

OR

I have reviewed the observation and/or evaluation and I disagree. I understand that I have the right to respond in a written rebuttal within ten (10) calendar days, and that my comments will be attached to these documents

School Counselor Signature

Date

AND

The evaluator complied with the procedures in the evaluation system.

Yes _____ No _____ (If "No" is marked an explanation must be written below.)

School Counselor Signature

Date

Evaluator's Signature

Date

Appendix A: Examples of school counselor artifacts that may be requested or presented as part of the evaluation process include but are not limited to:

Program Materials

1. Program Handbook
2. Program Brochure
3. Counseling Program Mission Statement
4. Counseling Program Philosophies and Beliefs
5. Master Calendar
6. Program Action Plan
7. Program Results Evaluation
8. School counselor/Principal Agreement
9. Weekly/Monthly Schedules
10. SCAATAP (School Counselor Accountability and Task Analysis Program) Reports

Instructional Materials

1. Counseling standards and competencies
2. Sheltered instruction lesson plan checklist
3. Lesson Plans
4. Handouts
5. Career or students centers
6. Parent Newsletters
7. Visual displays: bulletin boards, illustrations, photos, maps, charts, models, murals
8. Realia

Assessment Documents

1. Tests/quizzes- pre-, formative, summative
2. Projects
3. Observation checklists
4. Anecdotal records
5. Rating Scales
6. Rubrics- analytic or holistic
7. Portfolios
8. Self assessments
9. Journals
10. Language assessment reports
11. AIMS reports
12. DIBELS reports (K-3)
13. Galileo reports
14. DAP Writing
15. K-5 Literacy tests- DRA, CAP, Letter ID, Sound ID, Consonant blends/digraphs, HFW

Educational Record

1. Attendance records
2. Disciplinary records
3. Counseling records

Communication of Data

1. Communication log with school staff
2. Communication log with parents

Appendix B: Data Sources

PRIORITY PRACTICES When reviewing data evaluators should remain cognizant of the following principles:	“VALID AND RELIABLE” DATA SOURCES	
	Classroom-level Data	School-level Data
<ol style="list-style-type: none"> 1 Consider the context in which teaching and learning occur 2 Compare learning gains from one point in time to another for the same students, not different groups of students 3 Use fair and valid measures of student learning 4 Select student assessment data measures that are most closely aligned with existing curricula 5 Use student learning as only one component of a teacher assessment system that is based upon multiple data sources 6 Use both measures of student growth and fixed achievement standards or goals 7 Use a timeframe for a teacher assessment that allows for patterns of student learning to be documented in a fair manner 8 Do not narrow the curriculum and limit teaching to a fit a test unless the test actually measures what should be taught 9 Recognize that gain scores have pitfalls that must be avoided 	AIMS AP Exams AZELLA DIBELS EXAM View (common) Galileo Gains test (ELL) Common adopted chapter and unit assessments (formative and summative) Common Teacher -made assessments (*approved) Common District-created/*approved assessment Rubric-based presentations, projects, portfolios (*approved) SpEd tests based on IEP’s SpEd Anecdotal Recordings IEP Progress Reports Accelerated Math/Reading	Aggregated: AIMS AP Exams AZELLA DIBELS EXAM View (common) Galileo Gains test (ELL)