****Employee's Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assignment Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check one: [ ] Probationary Year 1 [ ] Probationary Year 2 [ ] Permanent

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PERFORMANCE AREA** |  **[U] Unsatisfactory** |  **[N] Needs improvement** | **[M] Meets Expectations** | **[E] Exceeds Expectations** | **1st rating** | **Final rating**  |
| **1 - Attendance** | Counselor misses more than 15% of each work month which results in missing timelines and noncompliance. Limits contact with students. Limits communication with staff for collaboration and other supports.  | Counselor misses more than 10% of each work month which results in missing timelines and noncompliance. Limits contact with students. Limits communication with staff for collaboration and other supports.  | Counselor misses less than 10% of each work month. Timelines are met. Counselor attendance supports frequent contact with students and communication with staff for collaboration. Supports implementation of tiered interventions across the school site. | Counselor misses no more than 5% of each work month. Timelines are met. Counselor attendance supports consistent contact with students and communication with staff for collaboration. Supports implementation of tiered interventions across the school site. |  |  |
| **2- Work relationships** | Counselor’s interactions with students, staff, parents, and community are negative or inappropriate. Counselor violates confidentiality. Counselor fails to communicate, or communicates in an insensitive manner, with families and staff. | Counselor’s interactions with students, staff, parents, and community are sometimes negative or inappropriate. Counselor’s communication with families and staff is partially successful: there are occasional gaps in cultural competence. | Counselor’s interactions with students, staff, parents, and community are consistently positive and respectful. Counselor displays high standards of integrity and confidentiality in interactions with colleagues, students, and the public. Counselor communicates with families and staff securing necessary consent for evaluations, and does so through a lens of cultural competence. | Students, staff, parents, and community seek out the Counselor, reflecting a high degree of comfort and trust in the relationship. Counselor consistently holds the highest standards of honesty, integrity, and confidentiality. Counselor communicates with families and families securing necessary consent for records to support interventions. Counselor reaches out to families and staff to enhance trust. |  |  |
| **3 - Supports and services** | Counselor demonstrates little or no knowledge and/or skills in selecting and using appropriate student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. | Counselor uses limited knowledge and skill in selecting and using appropriate student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. Counselor demonstrates limited pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. | Counselor uses a breadth of knowledge and skill in selecting and using appropriate student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. Counselor demonstrates numerous pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. Counselor implements social emotional and behavioral supports across the school community.  | Counselor uses a breadth of knowledge and skill in selecting and using appropriate student, school and district data to identify achievement, attendance and discipline issues to be addressed through instruction. Counselor demonstrates numerous pedagogical skills, including culturally responsive classroom management strategies, lesson planning and personalized instruction. Counselor engages with school administrators, teachers and other staff to ensure the effective implementation of instruction. Counselor consistently implements social emotional and behavioral supports across the school community.  |  |  |
| **4 - Monitors and maintains timelines**  | Counselor does not maintain timelines or documentation of communication for compliance purposes. | Counselor inconsistently maintains timelines or documentation of all communication for compliance purposes. | Counselor consistently maintains timelines or documentation of all communication for compliance purposes. Counselor maintains adequate documentation in the student information system in order to support tiered interventions.  |  Counselor consistently maintains timelines or documentation of all communication for compliance purposes. Counselor maintains adequate documentation in the student information system in order to support tiered interventions. Counselor follows all established safeguards, maintains timelines and documents all communication for compliance purposes. Counselor practices in accordance with the ASCA Ethical Standards for School Counselors. |  |  |
| **5 - Record Keeping**  | Counselor’s records are in disarray; they are missing, incomplete and insecure. | Counselor’s records are inconsistent and not stored in a secure location. | Counselor’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. | Counselor’s records are accurate, organized, and stored in a secure location. Records are provided in a timely manner upon request. They are written in a detailed manner in compliance with ASCA guidelines to be understandable to another qualified professional. |  |  |
| **6 - Initiative/Dependability** | Counselor resists engaging in professional development and following through on administrative directives. | Counselor participates in some professional development when asked. Counselor follows through with some administrative directives as related to the role of the school Counselor.  | Counselor willingly participates and seeks out professional development opportunities. Counselor follows through with all most administrative directives as related to the role of the school Counselor. | Counselor willingly participates and seeks out professional development opportunities; bringing back information to teach others at site or District level. Counselor follows through with all administrative directives as related to the role of the school Counselor. |  |  |
| **7 - Professional Collaboration**  | Counselor fails to consult with colleagues or to tailor evaluations to the questions raised in the referral. | Counselor consults on a limited basis with colleagues, making partially successful attempts to tailor supports and services to the questions raised in the referral. | Counselor consults consistently with colleagues; tailoring supports and services to the questions raised in the referral. | Counselor consults frequently with colleagues, contributing specific insights and tailoring supports and services to the questions raised in the referral. |  |  |
| **8 - Community Engagement** | Counselor declines to maintain contact with mental health service providers. | Counselor maintains inconsistent and only occasional contact with mental health service providers. | Counselor maintains ongoing contact with mental health and other community service providers that support an awareness and understanding of the student’s strengths and challenges. | Counselor maintains ongoing contact with mental health and other community agencies that support an awareness and understanding of the student’s strengths and challenges. School Counselor initiates contact and seeks supports or training when needed for the school community. |  |  |
| **9 - Participates in department/staff meetings** | Counselor avoids being involved in department/school staff meetings. | Counselor is sometimes involved in department/school staff meetings. | Counselor actively participates and engages in department/school staff meetings as demonstrated by verbal and or written involvement. | Counselor actively participates and engages in department/school staff meetings as demonstrated by verbal and or written involvement. School Counselor seeks opportunities to educate staff/peers at department/school staff meetings. |  |  |

**Rev. Dec 2023 DJ**

**Any combination of the following performance measures may be used:**

* **Observation(s)**
* **Peer feedback**
* **Parent or guardian feedback**
* **Site administrator feedback**
* **Immediate supervising special education administrator feedback**
* **Student support documentation**

**First Meeting Date:**

**Comments:**

**Final Meeting Date:**

**Comments:**

**I acknowledge that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement. I also understand that I have the right to respond to this report in writing within three (3) working days, and such response will be attached to and become a permanent part thereof.**

**Evaluator’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Evaluator’s Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator’s Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employee’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**