

Morgan Hill Unified School District
Standards Checklist with Narrative Summary – Counselor

METHOD OF EVALUATION

- Administrative – Observation Dates: _____
- Partner/Peer – Observation Dates: _____
- Self – Evidence for Self-Evaluation: _____

NAME _____ ASSIGNMENT _____ DATE _____

SCHOOL/LOCATION _____ EVALUATOR _____

CERTIFICATED STATUS (Check One):

- Permanent Temporary Probationary 1st Year 2nd Year 3rd Year

1 = Practice Does Not Meet Standard (<i>Unsuccessful on Continuum</i>)				
2 = Practice Partially Meets Standard (<i>Beginning/Needs Improvement on Continuum</i>)				
3 = Practice Meets Standard (<i>Successful on Continuum</i>)	1	2	3	4
4 = Practice Exceeds Standard (<i>Integrating/Exemplary or Innovating on Continuum</i>)				

1. Delivery System: The way in which counselors deliver services

1.1 Guidance Program: Provide every student with the knowledge and skills appropriate to their developmental level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Individual Student Planning: Coordinates ongoing systematic activities designed to assist individual students in establishing personal goals and developing future plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Responsive Services: Designs activities to meet immediate needs of students through counseling, consultation, referral, peer mediation, information, or other interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 System Support: Designs administrative and management activities that establish, maintain, and enhance the total counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Management System: The “when, why, whom and on what authority” of the program

2.1 Program Coordination: Works with staff that provides site counseling services to effectively coordinate services to all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Student Monitoring: Monitors students’ achievement data and competency related data to ensure that all students receive what she/he needs to achieve success in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Calendar Development: Works with school leadership and other staff to develop and communicate a yearly and weekly calendar of counseling events and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Accountability System: The Effectiveness of the Counseling Program in Measurable Terms

3.1 Use of Data: Develops and implements needs-driven and research-supported programs and engages in continuous program evaluation activities. Uses data to effect change within the school system and to ensure that every student receives the benefits of the counseling program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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4. Professional Development: The Level of Growth in Counseling Abilities

4.1 Reflection: Reflects on practice and planning professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Goal Setting: Establishes professional goals and pursuing opportunities to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Community Collaboration: Works with communities to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Family Collaboration: Works with families to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Collegial Collaboration: Works with colleagues to improve professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Balance: Balances professional responsibilities and maintains motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Fulfilling Professional Responsibilities

5.1 Establishing and maintaining effective relationships with those contacted in the course of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Complying with established site, district, and state regulations, rules, policies, contracts, and laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Fulfilling assigned reports and duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NARRATIVE SUMMARY: (attach additional sheets or type into the document) Should include the following:

- If any elements checked "4 Exceeds Standards", specific commendations relative to the standards may be included.
- Comments pertaining to progress toward professional goal(s).
- If any elements checked 1 “Unsuccessful” or 2 “Beginning/Needs Improvement”, specific recommendations for improvement for each area of deficiency need to be listed.
- For a unit member with an overall rating below “Successful”, a remediation plan, aligned with the Narrative Summary, needs to be written with suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improving in each area of deficiency.

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OVERALL EVALUATION RATING

- Does Not Meet Standards (*Unsuccessful on Continuum*)
- Partially Meets Standards (*Beginning/Needs Improvement on Continuum*)
- Meets Standards (*Successful on Continuum*)
- Exceeds Standards (*Integrating/Exemplary or Innovating on Continuum*)

EVALUATEE SIGNATURE

DATE

EVALUATOR SIGNATURE

DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than "successful" are encouraged to invite a MHFT representative to the summary evaluation conference in order to create the required remediation plan.