

I.S.D. # 834
Performance Appraisal/Staff Development Assessment
School Counselors

Development of Components: The components of this appraisal system are based on the work of:

- 1) The educational team of teachers and administrators charged with adapting the work of Charlotte Danielson (A Framework for Teaching) as an appraisal tool for teachers of I.S.D. # 834**
- 2) Educators from the Anoka-Hennepin School District (I.S.D. # 11 Appraisal System)**
- 3) Representatives of the Secondary Counseling Staff of I.S.D. # 834**

Assumptions: It is assumed that professional staff and administration will take the following issues into consideration when using this document as an appraisal tool:

While the position of School Counselor is classified as a teacher, the role of a counselor and the expectations for the position differ considerably from a classroom teacher. Additionally, the focus of a counselor at the junior high level will differ considerably from that of a counselor at the senior high level. Therefore, some of the elements may or may not be applicable for all counselors.

Although the counselors realize the importance for all students to receive guidance services during their secondary school experience, the ratio of students to each counselor simply does not permit in-depth personal counseling services for each student. It is the responsibility of the counselor to prioritize the level of service needed for the students assigned to them.

School Counselor Components of Professional Practice

Domain I: Planning and Preparation

Component 1A: Demonstrating Knowledge of Students

Component 1B: Demonstrating Knowledge of Resources

Component 1C: Demonstrating Knowledge and Contributing to Program Development

Component 1D: Demonstrating Knowledge of Post-High School Options

Component 1E: Demonstrating Knowledge of Testing – Using and Interpreting Test Data

Component 1F: Demonstrating Knowledge of Laws and Legal Issues Related to the School Setting

Domain II: The Counseling Environment – Role of the Counselor

Component 2A: Creating an Environment of Respect and Rapport

Component 2B: Managing Personal Time, Setting Priorities and Maintaining Flexibility

Component 2C: Maintaining Records

Component 2D: Using Clerical and Support Services Appropriately and Efficiently

Component 2E: Demonstrating Knowledge of the School's Educational Philosophy and Mission; Developing a Personal Professional Philosophy Consistent with District Philosophy

Component 2F: Establishing Cooperative Relationships and Facilitating Communication with Parents and School Personnel

Domain III: Counseling – Techniques and Skills

Component 3A: Communicating Clearly and Accurately

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Component 3C: Promoting Student Development and Achievement

Component 3D: Providing Feedback to Students

Domain IV: Professional Responsibilities

Component 4A: Reflecting on Guidance and Counseling

Component 4B: Contributing to the School and District

Component 4C: Growing and Developing Professionally

Component 4D: Developing Relationships with Community Resources and Agencies

Component 4E: Showing Professionalism

Domain I – Planning and Preparation

LEVEL OF PERFORMANCE

Component 1A: Demonstrating Knowledge of Students				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Knowledge of Characteristics of Age Group	Counselor displays minimal knowledge of developmental characteristics of age group.	Counselor displays generally accurate knowledge of developmental characteristics of age group.	Counselor displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Counselor displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
2. Knowledge of Students' Varied Approaches to Learning	Counselor is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and different intelligences.	Counselor displays general understanding of the different approaches to learning that students exhibit.	Counselor displays solid understanding of the different approaches to learning that different students exhibit.	Counselor uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning
3. Knowledge of Students' Skills and Knowledge	Counselor displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Counselor recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Counselor displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Counselor displays knowledge of students' skills and knowledge of each student, including those with special needs.
4. Knowledge of Students' Interests and Cultural Heritage	Counselor displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Counselor recognizes the value of understanding students interests or cultural heritage but displays this knowledge for the class only as a whole.	Counselor displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Counselor displays knowledge of the interests or cultural heritage of each student.

Component 1B: Demonstrating Knowledge of Resources				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Resources for Counselors	Counselor is unaware of resources available through the school or district.	Counselor displays limited awareness of resources available through the school or district.	Counselor is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, counselor actively seeks other materials to enhance service from professional organizations or through the community.
2. Resources for Students	Counselor is unaware of resources available to assist students who need them.	Counselor displays limited awareness of resources available through the school or district.	Counselor is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, counselor is aware of additional resources available through the community.
3. Working Cooperatively with Community Agencies	Does not respond to requests from community agencies regarding the students' needs.	Responds to requests from community agencies.	Counselor is an active collaborator in working with community agencies.	The counselor initiates effective relationships with community agencies.

Component 1C: Demonstrating Knowledge and Contributing to Program Development				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Knowledge of Principles of Developmental Guidance and Awareness of Program Development	The counselor lacks knowledge of the principles of Developmental Guidance and program development.	The counselor demonstrates some knowledge of the principles of Developmental Guidance and can participate in program development.	The counselor demonstrates adequate knowledge of Developmental Guidance and contributes to program development.	The counselor demonstrates thorough knowledge of Developmental Guidance principles and readily applies this knowledge in active development of programs.
2. Knowledge of Group Guidance Practices	The counselor lacks knowledge or experience with Group Guidance.	The counselor knows some of the elements of Group Guidance practice.	The counselor displays adequate knowledge of Groups Guidance practices and can assist in implementing programs.	The counselor displays extensive knowledge of Group Guidance practices and can function as a resource for Group Guidance programs.

Component 1D: Demonstrating Knowledge of Post-High School Options				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Knowledge of Varied Post-High School Options	The counselor displays knowledge of a limited range of post-high school options.	The counselor displays adequate knowledge of post-high school options.	The counselor displays thorough knowledge of post-high school options for a variety of individual student needs.	The counselor displays a depth of knowledge of post-high school options through the full range of student needs and can match highly individualized need to options found locally and nationwide.
2. Knowledge of the Current College Admission Requirements	The counselor displays little knowledge of or cannot draw from experience with college admissions procedures.	The counselor displays adequate knowledge of college admissions procedures and has some experience on which to draw.	The counselor displays a thorough knowledge of college admissions procedures, historical admissions patterns and trends.	The counselor possesses detailed, thorough knowledge of admissions procedures and is able to serve as a resource within the department.
3. Knowledge of the Professional Standards, Policies and Practices of the National Association for College Admission Counseling (NACAC) and other Professional Organizations	The counselor is unaware of professional standards set by professional organizations.	The counselor shows some awareness of professional standards and supports the practices endorsed by professional organizations.	The counselor demonstrates familiarity with professional standards and is aware of deviations from these standards when they occur.	The counselor has an active involvement in the issues of professional standards of appropriate professional organizations and is able to articulate these principles for parents, students and staff members.

Component 1E: Demonstrating Knowledge of Testing – Using and Interpreting Test Data				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Knowledge of Available and Appropriate Tests, Inventories and Assessments	The counselor lacks knowledge of or is unable to interpret test data appropriately or accurately.	The counselor has knowledge of some but not a wide range of available and appropriate tests and displays the ability to interpret basic test information.	The counselor displays knowledge of most appropriate tests and can interpret scores accurately and appropriately.	The counselor is well versed in use and interpretation of a wide range of available tests and assists others in making decisions for appropriate use and interpretation of them.
2. Knowledge of Appropriate Application of Test Scores	The counselor uses test information inappropriately.	The counselor demonstrates limited ability to use test scores appropriately.	The counselor can use test scores appropriately.	The counselor has a highly developed sense of appropriate use and application of a wide range of test scores.

Component 1F: Demonstrating Knowledge of Laws and Legal Issues Related to the School Setting				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Awareness of the Minnesota Special Education Rules and Regulations and Federal Laws	The counselor is unaware of laws and legal issues that apply in the school setting.	The counselor has limited awareness of laws governing the school setting.	The counselor has adequate awareness of laws and legal issues that apply to the school setting.	The counselor has a thorough awareness of laws and legal issues that apply to the school setting and can serve as a resource to others.
2. Awareness of Family and Individual Rights (as they apply in the school setting)	The counselor lacks awareness of family and individual rights as they apply in the school setting.	The counselor has some awareness of family and individual rights as they apply in the school setting.	The counselor is knowledgeable of family and individual rights that apply to the school setting.	The counselor has thorough knowledge and can serve as a resource with respect to family and individual rights as they apply in the school setting.

Domain II – The Counseling Environment – Role of the Counselor

LEVEL OF PERFORMANCE

Component 2A: Creating an Environment of Respect and Rapport				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Counselor Interaction with Students	Counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate for the age or culture of the students. Students exhibit disrespect for the counselor.	Counselor-teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the counselor.	Counselor-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the counselor.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the counselor as an individual beyond that for the role.
2. Physical Environment of Counseling Area	Counselor has done little with existing space and facility to set a welcoming environment.	Counselor has arranged furniture and organized available space to provide adequate counseling area.	Counselor is aware of the importance of environment and has maximized existing space and facilities to create a warm and welcoming environment.	Counselor has creatively established an environment which promotes an age-appropriate, welcoming and caring feeling for students as they enter the counseling area. Appropriate posters, pictures, banners, books, etc. all contribute to a climate which is student centered.

Component 2B: Managing Personal Time, Setting Priorities and Maintaining Flexibility				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Ability to Set Priorities (in line with seasonal needs and institutional needs but retaining flexibility to respond to crisis situations and multiple issues and tasks)	Unable to determine appropriate priorities or unwilling to respond to institutional needs. Lacks flexibility.	Usually can determine priorities. Displays some ability to assess priorities in response to crisis situation.	Routinely sets priorities appropriately. Maintains flexibility in balancing routine tasks with crisis situations	Possesses a high level of ability to assess priorities and maintain and institutional needs with crisis situations.

Component 2C: Maintaining Records				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Ability to Provide and Interpret Student's Records (for parents, students and for staffing)	The counselor does not maintain appropriate records or is unable to provide information when needed.	The counselor provides and interprets records accurately.	The counselor maintains detailed records and provides appropriate perspective in interpretation.	The counselor maintains comprehensive records and can provide detailed analysis and interpretation of them.
2. Appropriate Sharing of Student Records	The counselor is inappropriate in the sharing of records and does not respect confidentiality.	The counselor respects appropriate occasions for sharing of records and respects confidentiality.	The counselor is consistently appropriate in sharing records, understanding fully the boundaries of confidentiality.	The counselor is highly sensitive in sharing records. Confidentiality is respected.

Component 2D: Using Clerical and Support Services Appropriately and Efficiently				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Awareness of the Job Descriptions of Varied Personnel and Cooperation in Team Effort	The counselor disregards or is unaware of appropriate personnel or job descriptions and is inconsiderate of the departmental responsibilities of individuals.	The counselor is aware of varied job descriptions and is cooperative with staff in a team effort.	The counselor is respectful of varied tasks and job descriptions and is cooperative in making requests in view of departmental needs.	The counselor is efficient and sensitive in the use of clerical and other support staff services and makes reasonable requests in view of departmental demands.

Component 2E: Understanding the District’s Educational Philosophy and Mission; Developing a Personal Professional Philosophy Consistent with District Philosophy				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Understanding District Philosophy and Mission	The counselor lacks awareness of district philosophy and mission.	The counselor displays a developing understanding of district philosophy and mission.	The counselor is thoroughly familiar with district philosophy and mission.	The counselor is able to articulate the finer points of district philosophy and mission.
2. Communication with Appropriate Officials and Administrators	The counselor lacks awareness of the need to communicate with administrators relative to situations of concern.	The counselor has some awareness of situations that indicate a need to communicate with appropriate personnel.	The counselor is very aware and prompt in alerting administrators to issues and situations of concern.	The counselor is proactive in communicating with administrators regarding current and potential issues for concern.

Component 2F: Establishing Cooperative Relationships and Facilitating Communication with Parents and School Personnel				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Establishment of Positive, Working Relationships (with parents and guardians)	The counselor fails to establish working relationships with parents or guardians	The counselor attempts to establish working relationships with parents or guardians.	The counselor establishes rapport and cooperative relationships in most situations.	The counselor is highly skilled in establishing rapport with parents and guardians, developing partnerships in working for student interests.
2. Facilitation of Communication (between the home and school)	The counselor makes little effort to facilitate communication with parents/guardians.	The counselor usually communicates appropriately with parents/guardians.	The counselor responds promptly to the needs for communication with parents/guardians.	The counselor initiates and is pro-active in developing communication with parents/guardians.

Domain III – Counseling – Techniques and Skills

LEVEL OF PERFORMANCE

Component 3A: Instruction: Communicating Clearly and Accurately				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Directions and Procedures	Counselor directions and procedures are confusing to students.	Counselor directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
2. Oral and Written Language	Counselor’s spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate vague, or used incorrectly, leaving students confused.	Counselor’s spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students ages or backgrounds.	Counselor’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ age and interests.	Counselor’s spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the message being delivered.

Component 3B: Demonstrating Counseling and Communication Skills				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Ability to Interview and Establish Rapport	The counselor has difficulty establishing rapport with a variety of individuals.	The counselor can establish rapport with most individuals	The counselor is skilled in establishing rapport with individuals and is able to draw needed information from interviews.	The counselor is highly skilled in establishing rapport and can gather a wealth of needed information from interviews.
2. Ability to Counsel Individual Students and Groups	The counselor has difficulty counseling effectively with individuals and/or groups.	The counselor displays some ability in counseling individuals and groups.	The counselor is consistently effective in counseling students individually and in groups.	The counselor is proactive in developing counseling relationships and opportunities for individuals and groups as need is perceived.
3. Ability to Employ Instructional Skills and Strategies when Appropriate	The counselor fails to utilize appropriate instructional skills and strategies.	The counselor has some ability to employ instructional strategies.	The counselor matches appropriate instructional strategies to counseling/guidance situations as appropriate.	The counselor can develop and implement instructional strategies and serves as a resource in the department.
4. Ability to Communicate (verbally and in writing)	The counselor does not communicate effectively.	The counselor has adequate written and verbal communication skills.	The counselor is a skilled communicator.	The counselor is a highly effective communicator and can represent the department in a public forum.
5. Ability to Manage Crisis Situations	The counselor does not cope well with crisis situations.	The counselor is able to assume some assigned responsibilities during times of crisis.	The counselor can successfully meet identified needs and assist with crisis management.	The counselor can assume a leadership role, delegating responsibility, anticipating consequences and outcomes of crisis situations.

Component 3C: Promoting Student Development and Achievement				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Ability to Guide Students (in assessing their individual strengths and weaknesses)	The counselor lacks ability to guide students in assessing their own strengths and weaknesses.	The counselor generally displays ability to guide students in appropriate assessment activities.	The counselor is skilled in guiding students in the process of self-assessment and will recognize appropriate opportunities for this activity.	The counselor is proactive in seeking opportunities for students to reflect on and assess their strengths and weaknesses. The counselor contributes to development of appropriate programs within the department.
2. Ability to Counsel Students (in understanding the full range of educational and career options)	The counselor has limited ability to counsel students in understanding their educational and career options.	The counselor is usually able to counsel students in understanding educational and career options and has a developing awareness of the full range of options.	The counselor displays confidence in counseling students in understanding their post-high school options and seeks to develop knowledge of resources and options.	The counselor is highly competent in counseling students in understanding educational and career options and serves as a resource and leader within the department.

Component 3C: Promoting Student Development and Achievement (continued)				
Element	Unsatisfactory	Basic	Proficient	Distinguished
3. Ability to Provide Information and Counseling During Times of Transition	The counselor does not provide appropriate information in times of transition.	The counselor has limited ability to provide appropriate information during times of transition.	The counselor is skilled in providing appropriate information to ensure a smooth transition.	The counselor is highly skilled in counseling students during times of transitions and serves as a leader in planning programs to assist with transitions.
4. Ability to Assist Students with the College Admission Process	The counselor does not provide appropriate assistance with college admissions.	The counselor usually provides appropriate assistance and information relative to college admissions.	The counselor is highly competent in assisting students in the college admissions process.	The counselor has superior skills in all aspects of the college admissions process and serves as a resource within the department. The counselor develops effective networks and pursues opportunities to expand knowledge of the many options available for students.

Component 3D: Providing Feedback to Students				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present, others are not.	Feedback is of consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
2. Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain IV – Professional Responsibilities

LEVEL OF PERFORMANCE

Component 4A: Reflecting on Guidance and Counseling				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Developing a professional philosophy in conjunction with district goals and mission	The counselor has no clear focus, orientation or philosophy regarding his/her role or mission.	The counselor demonstrates an operational philosophy. There is a philosophical basis for role and practice.	The counselor applies and articulates a professional philosophy in practice and consultation. This philosophy is responsive to change.	The counselor has a well-defined philosophy that allows evaluation of programs and practice. This philosophy is dynamic in response to change.
2. The changing role of the counselor in I.S.D. # 834	The counselor is resistant to the need for change in meeting expectations of the district and community.	The counselor is flexible and open to change as the need is presented.	The counselor initiates change as needed.	The counselor is a leader in advocating for change in response to the needs of the school and community.

Component 4B: Communicating with Families				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Information about the Instructional Program	Counselor provides little information about the instructional program to families.	Counselor participates in the school's activities for parents communication but offers little additional information.	Counselor provides frequent information to parents, as appropriate, about the instructional program.	Counselor provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
2. Information about Individual Students	Counselor provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Counselor adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Counselor communicates with parents about student's progress on a regular basis and is available as needed to respond to parent concerns.	Counselor provides information to parents frequently on both positive and negative aspects of student progress. Responses to parent concerns is handled with great sensitivity.
3. Engagement of the Families in the Instructional Program	Counselor makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Counselor makes modest and inconsistently successful attempts to engage families in the instructional program.	Counselor's efforts to engage families in the instructional program are frequent and successful.	Counselor's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family contribution

Component 4C: Contributing to the School and District				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Relationship with Colleagues	Counselor's relationships with colleagues are negative or self-serving.	Counselor maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Counselor takes initiative in assuming leadership among the faculty.
2. Service to the School	Counselor avoids becoming involved in school events.	Counselor participates in school events when specifically asked.	Counselor volunteers to participate in school events, making a substantial contribution.	Counselor volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
3. Participation in School and District Projects	Counselor avoids becoming involved in school and district projects.	Counselor participates in school and district projects when specifically asked.	Counselor volunteers to participate in school and district projects, making a substantial contribution.	Counselor volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Component 4D: Growing and Developing Professionally				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Seeks Out Opportunities for Professional Development	Counselor engages in no professional development activities to enhance knowledge or skills.	Counselor participates in professional activities to a limited extent when they are convenient.	Counselor seeks opportunities for professional development to enhance content knowledge and pedagogical skill.	Counselor seeks out opportunities for professional development and makes a systematic attempt to conduct action research.
2. Enhancement and Use of Technology	Counselor makes no effort to use technology in their daily practice.	Counselor uses limited amounts of technology in their daily practice.	Counselor has knowledge of and uses all district provided technology resources in their daily practice.	Counselor seeks out technology opportunities outside of district resources.
3. Contributions to the Profession	Counselor makes no effort to share knowledge with others or to assume professional responsibilities.	Counselor finds limited ways to contribute to the profession.	Counselor participates actively in assisting other educators.	Counselor initiates important activities to contribute to the profession, such as mentoring new staff, writing articles for publication, and making presentations.

Component 4E: Showing Professionalism				
Element	Unsatisfactory	Basic	Proficient	Distinguished
1. Service to Students	Counselor is not alert to student needs.	Counselor's attempts to serve students are inconsistent.	Counselor is active in serving students.	Counselor is highly proactive in serving students, seeking out resources when necessary.
2. Advocacy	Counselor contributes to school practices that result in some students being ill served by the school.	Counselor does not knowingly contribute to some students being ill served by the school.	Counselor works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Counselor makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
3. Decision -Making	Counselor makes decisions based on self-serving interests.	Counselor's decisions are based in limited though genuinely professional considerations.	Counselor maintains an open mind and participates in team or departmental decision-making.	Counselor takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.