

Appendix A

CATEGORY: Content Knowledge

The School Counselor shall demonstrate thorough knowledge of Counseling Theory and Practices as well as students' developmental stages.

	4	3	2	1
Knowledge of Counseling Theory Techniques	The School Counselor demonstrates extensive knowledge counseling theory and counseling practices.	The School Counselor demonstrates knowledge of counseling theory and practices.	The School Counselor demonstrates basic knowledge of counseling theory and practices.	The School Counselor demonstrates little knowledge of counseling theory practices.
Knowledge of Student's Developmental Stages	Counselor demonstrates extensive knowledge of student's developmental stages.	Counselor demonstrates knowledge of student's developmental stages.	Counselor demonstrates some knowledge of student's developmental stages.	Counselor demonstrates limited understanding of student's developmental stages.

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The School Counselor shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	4	3	2	1
Knowledge of State and Federal Regulations	The School Counselor's demonstrates extensive knowledge of state and federal regulations.	The School Counselor demonstrates some knowledge of state and federal regulations.	The School Counselor demonstrates an awareness of state and federal regulations.	The School Counselor demonstrates little or no knowledge of state and federal regulations.
Knowledge of Resources Within and Beyond the School District	The School Counselor demonstrates extensive knowledge of resources within and beyond the school district.	The School Counselor demonstrates some knowledge of resources within and beyond the school district.	The School Counselor demonstrates some knowledge of resources within and none beyond the school district.	The School Counselor demonstrates little or no knowledge of resources within and beyond the school district.

CATEGORY: Instructional Delivery/Delivery of Services

The School Counselor shall demonstrate that the delivery of services results in active student involvement, appropriate counselor/student interaction and meaningful sessions resulting in student learning.

	4	3	2	1
Working in Collaboration with Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs	The School Counselor works closely with students and teachers to formulate academic, personal/social, and career plans.	The School Counselor works with groups to address academic, personal/social, and career plans.	The School Counselor attempts to work with students and teachers to formulate academic, personal/social, and career plans.	The School Counselor does not work effectively with students and teachers to formulate academic, personal/social, and career plans.
Using Counseling Techniques in Individual and Group Settings	The School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	The School Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	The School Counselor displays a limited range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	The School Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Brokering Resources to Meet Needs	The School Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.	The School Counselor brokers with other programs within the school or district to meet individual student needs.	The School Counselor's efforts to broker services with other programs in the school are partially successful.	The School Counselor does not make connections with other programs in order to meet student needs.
Demonstrating Flexibility and Responsiveness	The School Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.	The School Counselor makes revisions in the counseling program when they are needed.	The School Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	The School Counselor adheres to the plan or program inspite of evidence of its inadequacy.
Establish Rapport with Students	The School Counselor's interactions with students are positive, respectful, and responsive to student concerns. Trust has been established.	The School Counselor's interactions with students are positive and respectful. Students appear comfortable.	The School Counselor's interactions with students and the development of rapport are partially successful.	The School Counselor's interactions with students are negative and/or inappropriate. Students appear uncomfortable.

CATEGORY: Classroom Management (Student, Parent, and/or Teacher Meetings)/Management Skills

The School Counselor shall demonstrate classroom management (student, parent, or teacher meetings) management skill supportive of diverse student learning needs which create an environment conducive to student learning.

	4	3	2	1
Establish Expectations for Student Conduct	The School Counselor has established clear expectations of conduct for student meetings. The School Counselor takes a leadership role in maintaining the environment of civility in the school.	The School Counselor has established clear expectations of conduct for student meetings and makes a significant contribution to the environment of civility in the school.	The School Counselor efforts to establish expectations of conduct for student meetings are partially successful. The School Counselor attempts, with limited success, to maintain an environment of civility in the school.	The School Counselor has established no expectations of conduct for students during meetings and makes no contribution to maintaining an environment of civility in the school.
Organizing Physical Space	The School Counselor's office or classroom arrangements are inviting and conducive to the planned activities.	The School Counselor's office center or classroom arrangements are somewhat inviting and conducive to the planned activities.	School Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is in disarray or is inappropriate to the planned activities.
Creating an Environment of Respect and Rapport	Students seek out the School Counselor, reflecting a high degree of comfort and trust in the relationship. The School Counselor teaches students how to engage in positive interactions.	The School Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	The School Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	The School Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.
Managing Routines and Procedures	The Counselor's routines for the counseling office are seamless, and students assist in maintaining them.	The Counselor's routines for the counseling office work effectively.	The Counselor's has rudimentary and partially successful routines for the counseling office.	The Counselor's routines for the counseling office are nonexistent or in disarray.

CATEGORY: Student Development

The School Counselor shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.

	4	3	2	1
Demonstrate Knowledge of Child/Adolescent Development	The School Counselor demonstrates extensive knowledge of child and adolescent development.	The School Counselor demonstrates a general awareness of knowledge of child and adolescent development.	The School Counselor demonstrates basic knowledge of child and adolescent development.	The School Counselor has little or no knowledge of child and adolescent development.
Plan Individual and Group Interventions with Flexibility and Responsiveness, while Maximizing Students' Successful Outcomes	The School Counselor seeks ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. The School Counselor's interventions are effectively and creatively matched to students' developmental levels, and strongly promote the likelihood of success.	The School Counselor makes revisions in the counseling program when they are needed. The School Counselor's interventions are suitable for students' level of development, and promote the likelihood of success.	The School Counselor makes minimal changes in the counseling program when provided with evidence of the need for change. The School Counselor's interventions partially successful.	The School Counselor adheres to the plan or program, in spite of evidence of its inadequacy.
Utilize Cultural Competence to Maximize Students' Potential for Positive Development	The School Counselor seeks ways to improve the delivery of services to students and their families. The School Counselor makes changes as needed in response to student and parent level of engagement in counseling activities.	The School Counselor makes revisions to the program when provided with evidence that student groups of varying cultures are not being successfully engaged in counseling activities.	The School Counselor makes minimal changes in the program when provided with evidence that student groups of varying cultures are not being engaged successfully in counseling activities.	The School Counselor adheres to the same program in spite of its inadequacy with culturally diverse students.

CATEGORY: Student Assessment

The School Counselor shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

	4	3	2	1
Assist Students, Teachers and other Support Staff in the Formulation of Plans to Address the Personal, Social Needs, and Academic Needs of the Student	The School Counselor helps individual students, teachers and support staff in the formulation of plans to address the academic, personal and social needs of the student.	The School Counselor helps groups of students, teachers and support staff in the formulation of plans to address academic, personal, and social needs of groups of students.	The School Counselor attempts to help students, teachers and support staff in the formulation of plans to address academic, personal, and social needs and is partially successful.	The School Counselor demonstrates limited ability to address the academic, personal, and social needs students.

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The School Counselor shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed and appropriate support personnel to meet the learning needs of students.

	4	3	2	1
Communicate Actively with Students, Families, Caregivers, and School Staff to Meet Students' Needs	The School Counselor establishes positive, respectful communication with students, families, caregivers and school staff to address/meet students' needs.	The School Counselor attempts to establish positive, respectful communication with students, families, caregivers and school staff to address/meet students' needs.	The School Counselor demonstrates limited ability to establish positive, respectful communication with students, families, caregivers and school staff to address/meet students' needs.	The School Counselor has little or no ability to establish communication with students, families, caregivers and school staff to address/meet students' needs.
Refer and Maintain Contact with Relevant Programs/Agencies, Physicians and Community Mental Health Service Providers as Needed	The School Counselor maintains ongoing contact with relevant programs/agencies, physicians and community mental health service providers and makes referrals when needed.	The School Counselor maintains ongoing contact with relevant programs/agencies, physicians and community mental health service providers.	The School Counselor has occasional contact with relevant programs/agencies, physicians and community mental health service providers.	The School Counselor does not maintain contact with relevant programs/agencies, physicians and community mental health service providers.
Participate in a Professional Community	The School Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	The School Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The School Counselor's relationships with colleagues are cordial, and the School Counselor participates in school and district events and projects.	The School Counselor's relationships with colleagues are negative or self-serving, and the School Counselor avoids being involved in school and district events and projects.

CATEGORY: Reflective and Responsive Practice

The School Counselor shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

	4	3	2	1
Reflecting on Practice	The School Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The School Counselor draws on an extensive repertoire to suggest alternative strategies.	The School Counselor’s reflection provides an accurate and objective description of practice and cultural competence, citing specific positive and negative characteristics. The School Counselor makes some specific suggestions as to how the counseling program might be improved.	The School Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	The School Counselor does not reflect on practice and cultural competence, or the reflections are inaccurate or self-serving.
Maintaining Records and Submitting Them in a Timely Fashion	The School Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	The School Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	The School Counselor’s records and documentation are generally accurate but are occasionally late.	The School Counselor’s records and documentation are missing, late, or inaccurate, resulting in confusion.
Communicating with Families	The School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.	The School Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students when appropriate.	The School Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students when appropriate.	The School Counselor provides no information to families either about the counseling program as a whole or about individual students when appropriate.
Showing Professionalism	The School Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	The School Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	The School Counselor is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	The School Counselor displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.

OSSINING UNION FREE SCHOOL DISTRICT

OPTION I

Evaluation Form

OBSERVATION NARRATIVE:

CATEGORY: Content Knowledge

The School Counselor shall demonstrate thorough knowledge of Counseling Theory and Practices as well as students' developmental stages.

Knowledge of counseling theory techniques: _____

Knowledge of student's developmental stages: _____

Evidence/Comments:

CATEGORY: Preparation and Knowledge of Pedagogical Practices

The School Counselor shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

Knowledge of state and federal regulations: _____

Knowledge of resources within and beyond the school district: _____

Evidence/Comments:

CATEGORY: Instructional Delivery/Delivery of Services

The School Counselor shall demonstrate that the delivery of services results in active student involvement, appropriate counselor/student interaction and meaningful sessions resulting in student learning.

Working in collaboration with students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs: _____

Using counseling techniques in individual and group settings: _____

Brokering resources to meet needs: _____

Demonstrating flexibility and responsiveness: _____

Establish rapport with students: _____

Evidence/Comments:

CATEGORY: Classroom Management (Student, Parent, and/or Teacher Meetings)/Management Skills

The School Counselor shall demonstrate classroom management (student, parent, or teacher meetings) management skill supportive of diverse student learning needs which create an environment conducive to student learning.

Establish expectations for student conduct: _____

Organizing physical space: _____

Creating an environment of respect and rapport: _____

Managing routines and procedures: _____

Evidence/Comments:

CATEGORY: Student Development

The School Counselor shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.

Demonstrate knowledge of child/adolescent development: _____

Plan individual and group interventions with flexibility and responsiveness, while maximizing students' successful outcomes: _____

Utilize cultural competence to maximize students' potential for positive development: _____

Evidence/Comments:

CATEGORY: Student Assessment

The School Counselor shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

Assist students, teachers and other support staff in the formulation of plans to address the personal, social needs, and academic needs of the student: _____

Evidence/Comments:

CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel

The School Counselor shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

Communicate actively with students, families, caregivers, and school staff to meet students' needs: _____

Refer and maintain contact with relevant programs/ agencies, physicians and community mental health service providers as needed: _____

Participate in a professional community: _____

Evidence/Comments:

CATEGORY: Reflective and Responsive Practice

The School Counselor shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

Reflecting on practice: _____

Maintaining records and submitting them in a timely fashion: _____

Communicating with families: _____

Showing professionalism: _____

Evidence/Comments:

Summary: