

Teacher's Name:
 Evaluator's Name:
 Date:



SCHOOL COUNSELOR EVALUATION INSTRUMENT

	<i>Performance Rating</i>			
	Unsatisfactory (1)	Needs Improvement (2)	Effective (3)	Highly Effective (4)
Domain 1: Planning and Preparation				
1a: Demonstrating Knowledge of Student and School Demographics	The school counselor displays little or no knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and does not seek understanding.	The school counselor displays limited knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students.	The school counselor displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups of students.	The school counselor actively seeks and displays knowledge of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests and special needs, and attains this knowledge for groups and individual students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Establishing Goals for the School Counseling Program Appropriate to the Setting and Students Served	The school counselor has no clear data driven goals for the school counseling program and/or the goals are inappropriate to either the situation in the school and/or the age of the students.	The school counselor's data driven goals are rudimentary and partially suitable to the situation in the school and the age of the students.	The school counselor's data driven goals are clear and appropriate to the school and the age of the students.	The school counselor's individual goals are the result of analyzing data and are highly appropriate to the situation in the school and/or the age of the students. The goals have been developed following consultation with stakeholders.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Aligning School Counseling Activities with the School and District Initiatives	The school counselor's plan consists of a random collection of unrelated activities, lacking coherence or overall structure.	The school counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them do not fit with the program goals and/or school/district initiatives.	The school counselor has developed a plan that includes worthwhile activities that all align with program goals and/or school/district initiatives.	The school counselor's plan is highly coherent and serves to support the students individually or in groups. The counselor's plan completely aligns and supports program goals and/or school/district initiatives.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Developing a Plan to Evaluate the School Counseling Program Goals	The school counselor has no process or plan to evaluate the counseling program goals and/or resists suggestions that such an evaluation is important.	The school counselor has a rudimentary plan to evaluate the counseling program goals.	The school counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the counseling program goals are being met.	The school counselor's evaluation plan is highly sophisticated, with relevant sources of evidence and a clear path toward improving the program goals on an ongoing basis; all stakeholders provide input into the plan.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Demonstrating Knowledge of Resources	The school counselor demonstrates little or no knowledge of resources available for students through the school and district.	The school counselor demonstrates some knowledge of resources available for students through the school and district.	The school counselor is fully aware of resources available for students through the school and district. The counselor connects students to resources based upon the situation and student need.	The school counselor has extensive knowledge of resources available for students within and beyond the school and district and connects students to appropriate resources based on the situation and the student need. The counselor seeks out professional development opportunities in an effort to enhance knowledge and practice.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Domain 2: The Environment				
2a: Creating an Environment of Respect and Rapport	The school counselor's interactions with students are negative or inappropriate. The counselor does not promote positive interactions among students.	The school counselor's interactions are inconsistent. The counselor's efforts at encouraging positive interactions among students are partially successful.	The school counselor's interactions with students are positive and respectful and the counselor actively promotes positive student-student and student-teacher interactions.	Students seek out the school counselor, reflecting a high degree of comfort and trust in the relationship. The counselor teaches students how to engage in positive interactions.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing and Promoting a Culture for Productive Communication	The school counselor makes no attempt to establish a culture for productive communication between and among students and teachers in the school.	The school counselor's attempts to establish and promote a culture throughout the school for productive and respectful communication between and among students.	The school counselor establishes and promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The school counselor actively establishes, promotes, and supports the culture in the school for a collaborative, productive, and respectful communication between and among students and teachers.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Routines and Procedures	The school counselor's routines for the guidance office and accessing the counselor's services are nonexistent or in disarray.	The school counselor has rudimentary and partially successful routines for the guidance office and accessing the counselor's services.	The school counselor's routines for the guidance office work effectively. The procedures established for accessing the counselor's services are clearly communicated and implemented consistently.	The school counselor's routines for the guidance office and accessing the counselor's services are seamless. All stakeholders assist in maintaining them.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	The school counselor has established no standards of conduct for students and makes no contribution to maintaining an environment of civility in the school.	The school counselor's efforts to establish standards of conduct are partially successful. The counselor attempts, with limited success, to contribute to the level of civility in the school.	The school counselor has established clear standards of conduct and makes a significant contribution to the environment of civility in the school.	The school counselor has established clear standards of conduct and students contribute to maintaining them. The counselor takes a leadership role in maintaining the environment of civility in the school.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities.	The school counselor's attempts to create an inviting and well-organized physical space are partially successful.	The school counselor is successful in creating an environment that is inviting and conducive to interactions and planned activities.	The school counselor's space is student oriented, inviting, and conducive to interactions and planned activities. Stakeholders contribute to an inviting and information rich environment.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Domain 3: Evaluation										
3a: Assessing Student Needs	The school counselor does not assess student needs or the assessments result in inaccurate conclusions.		The school counselor's assessments of student needs are perfunctory.		The school counselor assesses student needs and knows the range of student needs in the school.		The school counselor conducts detailed and individualized assessments of student needs to contribute to the school counseling program. The counselor's involvement directly impacts student performance.			
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
3b: Assisting Students in the Formulation of Academic, Personal/Social, and College/Career Plans Based on Knowledge of Student Needs	The school counselor does not attempt to help students formulate academic, personal/social, and college/career goals.		The school counselor's attempts to help students formulate academic, personal/social, and college/career plans are partially successful.		The school counselor helps students and/or teachers formulate academic, personal/social, and college/career plans for groups of students.		The school counselor helps individual students and collaborates with teachers and parents to formulate academic, personal/social, and college/career plans.			
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
3c: Interacting with Students Using Counseling Strategies Appropriate to the Setting and Students Served	The school counselor has no specific counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.		The school counselor displays a narrow range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.		The school counselor uses a range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.		The school counselor uses an extensive range of counseling strategies to help students acquire skills in decision making and problem solving for both interactions with others and future planning.			
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
3d: Communicating with Families	The school counselor provides no information to families, about the school, the counseling program, or about individual students.		The school counselor provides limited, though accurate information to families, about the school, the counseling program, or about individual students.		The school counselor provides thorough and accurate information to families, about the school, the counseling program, or about individual students.		The school counselor is proactive in providing information to families, about the school, the counseling program, or about individual students needs through a variety of means.			
	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			

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Domain 4: Professional Responsibilities																
4a: Reflecting on Practice	The school counselor does not reflect on practice, or the reflections are inaccurate or self-serving.				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's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The counselor makes some specific suggestions as to how the counseling program might be improved.				The school counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The counselor draws on an extensive repertoire to suggest alternative strategies.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			
4b: Maintaining and Submitting Accurate Records	The school counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.				The school counselor's reports, records, and documentation are generally accurate but are occasionally late.				The school counselor's reports, records, and documentation are accurate and are submitted in a timely manner.				The school counselor's approach to record keeping is highly systematic and efficient. The counselor serves as a model for colleagues.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			
4c: Participating in a Professional Community	The school counselor's relationships with colleagues are negative or self-serving, and the counselor avoids being involved in district events and projects.				The school counselor's relationships with colleagues are cordial and the counselor participates in district events and projects when specifically requested.				The school counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.				The school counselor makes a substantial contribution to the school and district events and projects and assumes a leadership role with colleagues.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			
4d: Growing and Developing Professionally	The school counselor does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills. The counselor makes no effort to share knowledge with colleagues and is resistant to feedback from stakeholders.				The school counselor participates in professional development activities that are convenient or are required and makes limited contributions to the profession. The counselor accepts, with some reluctance, feedback stakeholders.				The school counselor seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The counselor welcomes feedback from stakeholders.				The school counselor actively pursues professional development opportunities and initiates activities to contribute to the profession. The counselor strategically seeks and establishes a system for feedback from stakeholders to enable the counselor to develop professionally.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			
4e: Showing Professionalism	The school counselor displays dishonesty in interactions with colleagues, students, and the public; violates the principles of confidentiality.				The school counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.				The school counselor displays high standards of honesty, integrity, and confidentiality, in interactions with colleagues, students, and the public. Advocates for students when needed.				The school counselor holds the highest standard of honesty, integrity, and confidentiality and advocates for students by taking a leadership role with colleagues.			
	<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>				<input type="checkbox"/>			