

PSD Evaluation

ESA and Support Personnel Evaluation: School Counselor Comprehensive

Employee information:

Employee #	Employee Name	Employee Positions(s)
<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluator information:

Evaluator Name
<input type="text"/>

Evaluation information:

School Year	Location	Record Observation Date 1 (2 required annually)
<input type="text"/>	<input type="text" value="Please, select location"/>	<input type="text" value="mm/dd/yyyy"/>
Record Observation Date 2 (2 required annually)		Record Observation Date 3 (if required)
<input type="text" value="mm/dd/yyyy"/>		<input type="text" value="mm/dd/yyyy"/>

Criterion 1: Knowledge of Scholarship in Special Field

Each support person demonstrates a depth and breadth of knowledge of theory and content in the special field. The employee demonstrates an understanding of, and knowledge about, common school education and the educational environment grades K-12 and demonstrates the ability to integrate the area of specialty into the total school environment.

Criterion 1	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge of critical concepts and current trends in school counseling and practice. Examples of Evidence: Annual Administrative Conference	Demonstrates little or no understanding of critical concepts and current trends in school counseling and practice. <input type="checkbox"/>	Demonstrates limited understanding of critical concepts and current trends in school counseling and practice. <input type="checkbox"/>	Demonstrates solid understanding of critical concepts and current trends in school counseling and practice. <input type="checkbox"/>	Demonstrates extensive understanding of critical concepts and current trends in school counseling and of an extensive range of evidence-based practices and strategies. <input type="checkbox"/>
1.2: Establishing goals for the Comprehensive School Counseling Program (CSCP) area of academics/social emotional/career domains. Examples of Evidence: Annual Student Outcome Goal	Has no clear goals for the CSCP area of responsibility, or they are inappropriate to either the situation in the school(s) or academic/social emotional/career domains. <input type="checkbox"/>	Goals for the CSCP area of responsibility are rudimentary and are partially suitable to the situation in the school(s) or academic/social emotional/career domains. <input type="checkbox"/>	Goals for the CSCP area of responsibility are clear and appropriate to the situation in the school(s) or academic/social emotional/career domains. <input type="checkbox"/>	Goals for the CSCP area of responsibility are highly appropriate to the situation in the school(s) and academic/social emotional/career domains. <input type="checkbox"/>
1.3: Developing a plan to evaluate the CSCP. Examples of Evidence: Evaluation Plan for CSCP	Has no plan to evaluate the program area of responsibility or resists suggestions that such an evaluation is important. <input type="checkbox"/>	Developed a rudimentary plan to evaluate the CSCP. <input type="checkbox"/>	Developed an effective plan to evaluate the CSCP including a collection of evidence to indicate the degree to which the goals have been met. <input type="checkbox"/>	Developed evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the CSCP on an ongoing basis aligned to the school improvement plan. <input type="checkbox"/>
Criterion 1: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 2: Specialized Skills

Each support person demonstrates in their performance a competent level of skill and knowledge in designing and conducting specialized programs of prevention, instruction, remediation and evaluation. *Evidence CSCP One Pager (done twice a year)

Criterion 2	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Cultivating respectful and affirming environments	Interactions, both between the ESA and students/colleagues and among students/colleagues, are negative, inappropriate, or insensitive to students'/colleagues' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the ESA and student/colleague and among students/colleagues, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students/colleagues.	Interactions, both between the ESA and students/colleagues and among students/colleagues, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students/colleagues.	Interactions among the ESA, individual students/colleagues, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students'/colleagues' cultures and levels of development.
2.2: Establishing and maintaining CSCP procedures	Routines and procedures (for example, systems for completing program area responsibilities) are either non-existent or inefficient, resulting in general confusion.	Routines and procedures (for example, systems for completing program area responsibilities) have been established but function sporadically.	Routines and procedures (for example, systems for completing program area responsibilities) have been established and function smoothly.	Routines and procedures (for example, systems for completing program area responsibilities) are seamless in their operation, with adjustments integrated on a regular basis necessary based on feedback and/or change.
2.3: Supporting positive student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears an effort has been made to establish standards of conduct for students. Attempts to monitor student behavior and respond to student misbehavior are made, but these efforts are not always successful.	Standards of conduct appear to be clear to students. Efforts to monitor student behavior against those standards are successful. Response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear. Efforts at monitoring student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs.
Criterion 2: Overall Score				

Comments and/or Evidence **(REQUIRED)**

Criterion 3: Management of Special & Technical Environment

Each support person demonstrates an acceptable performance in managing and organizing the special materials, equipment and environment essential to the specialized programs.

Criterion 3	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Collaborating with teachers for understanding of instructional units and lessons. Examples of Evidence: ASCA Lesson Plans	Does not collaborate with educators for understanding of instructional lessons and units. <input type="checkbox"/>	Collaborates with educators for understanding of instructional lessons and units when specifically asked to do so. <input type="checkbox"/>	Initiates collaboration with educators for understanding of instructional lessons and units. <input type="checkbox"/>	Initiates collaboration with educators for understanding instructional lessons and units. Locates additional resources. <input type="checkbox"/>
3.2: Assisting students and teachers in the use of technology in exploring careers	Declines to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>	Assists students and/or teachers in the use of technology in the exploring careers when specifically asked to do so. <input type="checkbox"/>	Initiates sessions to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>	Proactive in initiating sessions to assist students and/or teachers in the use of technology in exploring careers. <input type="checkbox"/>
3.3: Responding flexibly and timely	Maintains current practices, despite evidence of inadequacies to support needs of the comprehensive school counseling program (CSCP). <input type="checkbox"/>	Makes modest changes in the CSCP when confronted with evidence of the need for change. <input type="checkbox"/>	Revises the CSCP program when they are needed. <input type="checkbox"/>	Continually seeking ways to improve the CSCP and makes changes as needed in response to student, parent, or teacher input. <input type="checkbox"/>
Criterion 3: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 4: The Support Person as a Professional

Each support person demonstrates awareness of their limitations and strengths and demonstrates continued professional growth.

Criterion 4	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Preparing and submitting records or reports. Examples of Evidence: Annual administrative conference, one pagers and program eval submitted to principal and district	Ignores program needs when preparing reports and records, does not follow established procedures, and records are routinely late. <input type="checkbox"/>	Efforts to prepare reports and records are partially successful, responding sometimes to program needs and following procedures, and records are sometimes submitted on time. <input type="checkbox"/>	Honors program needs when preparing reports and records, follows established procedures, and records are submitted on time. <input type="checkbox"/>	Anticipates program needs when preparing reports and records, follows established procedures, and suggests improvements to those procedures and records are submitted on time. <input type="checkbox"/>
4.2: Engaging in a professional community. Examples of Evidence: Annual administrative conference and participation in events	Does not participate in school committees, projects, and/or events. <input type="checkbox"/>	Relationships with colleagues are cordial, and the ESA participates in school and district events and projects when specifically requested. <input type="checkbox"/>	Participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. <input type="checkbox"/>	Makes a substantial contribution to school and district events and projects and assumes leadership with colleagues and with community partners. <input type="checkbox"/>
4.3: Showing professionalism	Displays dishonesty in interactions with colleagues, students, and the public, violates copyright laws. <input type="checkbox"/>	Honest in interactions with colleagues, students, and the public; respects copyright laws. <input type="checkbox"/>	Displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws. <input type="checkbox"/>	Can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues and follows ASCA ethical standards. <input type="checkbox"/>
Criterion 4: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel

Each support person demonstrates an acceptable level of performance in offering specialized assistance in identifying those needing specialized programs.

Criterion 5	Unsatisfactory	Basic	Proficient	Distinguished
5.1: Involvement in supporting students, parents and educational personnel	Shows little involvement in assisting students, parents, or educational personnel. <input type="checkbox"/>	Provides some involvement in assisting students, parents, or educational personnel. <input type="checkbox"/>	Actively involved in assisting students, parents, or educational personnel. <input type="checkbox"/>	Exceptionally and proactively involved in assisting students, parents, or educational personnel through strong collaboration, empathy and sustained efforts. <input type="checkbox"/>
5.2: Providing resources and support	Fails to provide adequate support, referrals and/or resources outside of the school. <input type="checkbox"/>	Offers some support and referrals resources outside of the school. <input type="checkbox"/>	Provides comprehensive support, referrals, and/or resources outside of the school. <input type="checkbox"/>	Goes above and beyond to provide extensive support, referrals and/or resources outside of the school. Demonstrating a strong commitment to addressing needs. <input type="checkbox"/>
5.3: Planning the CSCP integrated with the overall school/district program area of responsibility. Examples of Evidence: Viva time tracking, Program one pagers, and CSCP Evaluation	Plan consists of a random collection of unrelated activities, lacking coherence or an overall structure. <input type="checkbox"/>	Plan has a guiding principle and includes several worthwhile activities, but some do not fit with the broader goals. <input type="checkbox"/>	Plan is well designed to support both teachers and students in their information needs. <input type="checkbox"/>	Plan is highly coherent, considering the competing demands of individual workload and collective teamwork, and plans have been developed collaboratively with others. <input type="checkbox"/>
Criterion 5: Overall Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments and/or Evidence **(REQUIRED)**

Overall Evaluation Scores

Criteria	Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Criterion 1: Knowledge of Scholarship in Special Field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 2: Specialized Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 3: Management of Special & Technical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 4: The Support Person as a Professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criterion 5: Involvement in Assisting Pupils, Parents & Educational Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Evaluation Score	_____			
	Score Range: 5 to 7	Score Range: 8 to 12	Score Range: 13 to 17	Score Range: 18 to 20

Summary Comments:

This evaluation has been reviewed with employee.

Date reviewed with employee

Signatures:

Evaluator Signature

Employee Signature

Not signed yet