**Port Chester-Rye Union Free School District**
**Dr. Aurelia Henriquez, Superintendent of Schools**

**Name of Pupil Personnel Professional:**
**School:**
**Principal**:

**Period Covered by this report:** From: To:

**Year of Assignment:** 1 2 3 Tenured

**Grade Assignment:** K-5 6 7 8 9-12

**Certification Status:**
Provisional Permanent Non-Certified

**Attendance:**
**Number of days absent exclusive of school business:**

**Evaluator Comments**:

**Punctuality:**
Satisfactory Needs Improvement Unsatisfactory

**Professional Dress:**
Appropriate Inappropriate

*Non-Teaching Professional Staff Evaluation Document*
*The following rubric was designed by administrators and non-teaching professionals based on research in the field of Teacher Evaluation and based on the specific needs of Port Chester educators. It meets the criteria of providing a meaningful tool for the assessment and measurement of teaching. It addresses four domains of Professional Practice:*

1. *Content Knowledge*
2. *Ethical Standards and Professional Practices*
3. *Service Delivery*
4. *Knowledge of Student Development*
5. *Communication Skills*

The Rating Scale is**:** **Unsatisfactory** **Meets Standards** **Above Standard**

# SUMMARY EVALUATION FOR PUPIL PERSONNEL STAFF

| **I. CONTENT KNOWLEDGE**: Demonstrates thorough knowledge of his/her discipline | | | |
|---|---|---|---|
| **Element** | **Unsatisfactory** | **Meets Standards** | **Above Standard** |
| **Professional Knowledge** | School counselor displays limited understanding of professional knowledge and has difficulty applying that knowledge to meet students' needs. | School counselor displays knowledge of professional field and effectively applies practices to meet the students' needs. | School counselor displays an extensive knowledge of professional field and skillfully applies expertise to meet students' needs. |
| **Use of Technology** | School counselor fails to explore and evaluate technology resources to promote Academic, Social – Emotional, and Career Student Growth. | School counselor often explores and evaluates technology resources to promote Academic, Social – Emotional, and Career Student Growth. | School counselor consistently explores and evaluates technology resources to promote Academic, Social – Emotional, and Career Student Growth. |
| **Professional Growth** | School counselor seeks little or no additional professionally related knowledge. | School counselor demonstrates continuing search for new knowledge and utilizes the knowledge with students. | School counselor demonstrates extensive search for new knowledge and utilizes information with students and shares information with staff. |

In the area of **Content Knowledge,** your holistic rating is: **Unsatisfactory** **Meets Standards** **Above Standard**

| **II. ETHICAL STANDARDS AND PROFESSIONAL PRACTICES** | | | |
|---|---|---|---|
| **Element** | **Unsatisfactory** | **Meets Standards** | **Above Standard** |
| **Knowledge of The American School Counselor Association Code** | School counselor does not adhere to the ethical standards of the counseling profession. | School counselor adheres to the ethical standards of the counseling profession. | School counselor displays an extensive knowledge of ethical standards and skillfully applies them to meet students' needs. |
| **Laws, Policies, and Procedures governing school administration** | School counselor fails to follow laws, policies, and procedures governing building level counseling. | School counselor follows laws, policies, and procedures governing building level counseling. | School counselor follows laws, policies, and procedures governing building level counseling, and is proactive in working to modify policies as the need arises. |
| **Sharing of non-confidential information** | School counselor fails to share appropriate non-confidential information with staff/teacher teams to further student achievement. | School counselor shares appropriate non-confidential information with staff/teacher teams to further student achievement. | School counselor takes a proactive role in sharing appropriate non-confidential information with staff/teacher teams to further student achievement. |

In the area of **Ethical Standards and Professional Practices,** your holistic rating is: **Unsatisfactory** **Meets Standards** **Above Standard**

**III. SERVICE DELIVERY**: Demonstrates appropriate preparation employing the necessary practices to support service delivery.

| Element | Unsatisfactory | Meets Standards | Above Standard |
|---|---|---|---|
| **Preparation** | School counselor's goals are not clear and do not reflect individual student needs or recent professional research. The service delivery has an unclear structure. | Most of school counselor's goals are clear and reflect individual student needs as well as recent professional research. The service delivery has a clearly defined structure. | All of school counselor's goals are clear and reflect individual student needs as well as recent professional research. The service delivery has a clearly defined structure and allows for differentiation. |
| **Directions and Procedures Structure and Pacing Activities** | School counselor's choice and delivery of content is inappropriate in terms of students' needs. Structure, pacing and directions are ineffective. | School counselor's choice and delivery of content is appropriate in terms of students' needs. Structure, pacing, and directions are effective. | School counselor's choice and delivery of content promotes independent learning and enables the student to generalize skills. |
| **Quality of Questions** | The questions were not designed in order to progress towards the service goal. | Most questions are designed to progress towards the service goal and provide adequate time for student to respond. | The questions are uniformly designed to progress towards the service goals and students become active participants in their own growth by formulating questions. |
| **Feedback to Students** | Feedback is either not provided or does not facilitate progress towards the desired goal. | Feedback is consistently provided in a timely manner and facilitates progress towards the desired goal. | Feedback is consistently provided in a timely manner and facilitates progress towards the desired goal. Students generalize the feedback in a variety of settings. |
| **Monitors and Adjusts Intervention Strategies and Material to Meet Individual Needs** | School counselor has difficulty monitoring or adjusting established strategies, materials and/or instruments to meet the changing needs of the student. | School counselor effectively monitors or adjusts established strategies, materials and/or instruments to meet the changing needs of the student. | School counselor consistently and effectively adapts intervention procedures to accommodate the changing needs of the students. School counselor also makes maximum use of all available resources to provide for unique situations. |

In the area of **Service Delivery,** your holistic rating is: **Unsatisfactory** **Meets Standards** **Above Standard**

## IV. KNOWLEDGE OF STUDENT DEVELOPMENT: Demonstrates knowledge of student development, and an appreciation of diversity

| Element | Unsatisfactory | Meets Standards | Above Standard |
|---|---|---|---|
| **Identifies and utilizes student strengths** | School counselor focuses on weaknesses. | School counselor utilizes students' strengths in order to provide interventions and accommodations. | School counselor helps the student understand his/her strengths and to utilize them. |
| **Knowledge of Characteristics of Age Group** | School counselor displays minimal knowledge of development characteristics of age group. | School counselor displays understanding of typical developmental characteristics of age group as well as exceptions to general patterns. | School counselor displays thorough knowledge of typical developmental characteristics of age group, exceptions to the pattern, and the manner with which each student functions within his/her developmental stage. |
| **Developing appropriate plan** | Goals are developmentally inappropriate, are unclear and not suitable. Interaction does not reflect diversity of student needs and abilities. | Goals are appropriate, clear and suitable. Interaction reflects several types of learning with an understanding of student needs and diversity. | Goals are valuable, related to students and clear. Interaction reflects multiple types of learning with a clear understanding of the diverse needs and abilities of students. |
| **Knowledge of students** | School counselor's performance reflects minimal awareness of learning styles, modalities, and multiple intelligences. | School counselor's performance reflects a solid understanding of learning styles, modalities, and multiple intelligences. School counselor differentiates approaches to meet the diverse needs of multiple levels of students. | School counselor's performance reflects fully differentiated services. School counselor is knowledgeable about student's interests, skills and approaches to learning. |

In the area of **Knowledge of Student Development,** your holistic rating is: **Unsatisfactory** **Meets Standards** **Above Standard**

## V. COMMUNICATION SKILLS: Demonstrates the ability to effectively communicate with staff, students and parents.

| Element | Unsatisfactory | Meets Standards | Above Standard |
|---|---|---|---|
| **Communication with students** | School counselor communicates messages to students without considering students' individual needs; interactions are sarcastic, negative, and/or contain inappropriate comments. | School counselor clearly and effectively communicates messages to students, including modifying presentation based on students' needs; interactions indicate general caring and respect | School counselor clearly and effectively communicates messages to students, including modifying presentation based on students' needs; interactions demonstrate genuine caring, and respect resulting in apparent student improvement. |
| **Consults with colleagues regarding students' programs, needs, and services** | School counselor vaguely communicates information to colleagues without being aware and sensitive to various perspectives and expertise. | School counselor adequately communicates information to colleagues and is aware of various perspectives and expertise. | School counselor succinctly and accurately communicates information to colleagues and is aware and sensitive to various expertise. |
| **Consults with administration regarding students' programs, needs, and services** | School counselor does not take initiative in sharing information with administrators. School counselor also vaguely articulates information. | School counselor is proactive and takes initiative in sharing information with administrators. School counselor adequately communicates information. | School counselor is consistently proactive and takes initiative in sharing information and presents useful strategies with administrators. School counselor thoroughly communicates information. |
| **Communication with parents** | School counselor vaguely communicates information to parents without being aware and sensitive to their perspectives. | School counselor adequately communicates information to parents and is aware of their perspectives and emotions. | School counselor succinctly and accurately communicates information to parents and is aware and sensitive to their perspectives and emotions. |
| **Educates others in regards to various disabilities and strategies** | School counselor does not take initiative in regards to sharing expertise with school personnel. | School counselor takes initiative in regards to sharing expertise with school personnel. | School counselor takes initiative in regards to sharing expertise and then assists with continual implementation. |
| **Articulates information about students in writing** | School counselor vaguely and inaccurately communicates strengths and weaknesses of students. | School counselor clearly and accurately analyzes the students' strengths and weaknesses and is able to articulate the ideas in writing. | School counselor clearly and accurately analyzes the students' strengths and weaknesses and is able to articulate the ideas in writing. The school counselor also demonstrates sensitivity and adjusts format to address the audience. |

In the area of **Communication Skills,** your holistic rating is: **Unsatisfactory** **Meets Standards** **Above Standard**

Tenured Counselor Evaluation June Evaluation

__A. This counselor shows continued growth and is performing proficiently.
____B. This counselor's level of performance is below proficiency level and therefore, unsatisfactory.

**Comments of Evaluator**

Please use one of the three holistic rating categories in your comments: **Unsatisfactory, Meets Standards, Above Standard**

**Statement of Evaluated Counselor**:

I have read the foregoing report. I understand that a copy of it will be placed in my professional file.

**Signature of Counselor**: _____

**Signature of Evaluator(s)**: _____

**Position**: _____ **Date**: