

Idaho School Counselor Evaluation

School District: _____ Date: _____

Counselor Name: _____

School: _____

I. Major Function: Develop and Management of a comprehensive school counseling program based on the ASCA National Model: A Framework for School Counseling Programs (2012).

Standard 1: The professional school counselor plans, organizes, and delivers the comprehensive school counseling program.	Unsat.	Emerging	Proficient	Distin.	N/A
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1.1 A program has been written to meet the needs of the students and of the school.

- Develops and maintains a comprehensive counseling program for ALL students that meets the needs of the school and is based on the American School Counselor Association (ASCA) National Model to include academic, social/emotional (soft skills) and career/college development.

Comments:

II. Major Function: Delivery and Implementation of a comprehensive school counseling program based on the ASCA National Model: A Framework for School Counseling Programs (2012).

Standard 2: The professional school counselor delivers and implements the guidance curriculum through the use of effective instructional skills and careful planning of structured classroom lessons and small group sessions.	Unsat.	Emerging	Proficient	Distin.	N/A
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2.1 Effectively teaches guidance lessons that support Idaho Core standards through the application and integration of the ASCA Mindsets and Behavior competencies in the 3 domains: academic, career/college and social/emotional (*soft skills*).

2.2 Uses effective & differentiated instructional strategies to meet student needs and school.

2.3 Uses effective classroom instruction techniques.

Comments:

Standard 3: The professional school counselor implements the <u>individual student planning</u> component by guiding individuals and groups of students and their families through the development of education and career plans.	Unsat.	Emerging	Proficient	Distin.	N/A
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3.1 Engages students to establish academic, social/emotional (soft skills), and career/college goals as a means to connect post secondary education to their future.

• Provides a climate that is conducive for effective communication with students, parents/guardians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Effectively establishes interpersonal relationships with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Engages students to establish academic, social/emotional and career goals as a means to connect education to their future (CIS 4-year plan).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Standard 4: The professional school counselor implements the <u>responsive services</u> component through the effective use of individual and small group counseling, consultation and referral skills.	Unsat.	Emerging	Proficient	Distin.	N/A
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4.1 Counsels individual students and groups of students with identified needs/concerns.

• Establishes rapport with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Assists and involves students in defining their problems and seeking solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Utilizes a variety of counseling techniques appropriate to the students' needs & issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Understands dynamics of behavior in individual and group situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Follows up with students in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.2 Consults effectively with parents, teachers, administrators and other relevant individuals.

• Collaborates with staff and/or parents in defining students' problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Establishes credibility by demonstrating knowledge of a variety of options, alternative resources or strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.3 Implements an effective referral process to include a crisis response plan with administrators, teachers and outside agencies, and responds professionally to an emergency or crisis.

- Knowledgeable of current community and district resources and effective broker of services for students.
- Responds to requests for interventions from staff in a timely manner.
- Uses counseling skills and knowledge of crisis intervention.
- Follows guidelines for dealing with child abuse or neglect (CPS.)

Comments:

Standard 5: The professional school counselor implements <u>indirect services</u> through effective guidance program management.	Unsat.	Emerging	Proficient	Distin.	N/A
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5.1 Provides a comprehensive and balanced guidance program in collaboration with school staff.

- Actively promotes understanding of the ASCA model with students, staff, parents and administration.

5.2 The professional school counselor provides support for other school and district programs.

- Provides consultation and leadership to the school community in creating, maintaining and evaluating a safe school environment.
- Coordinates programs that support a safe and caring school environment for students.
- Carries out “fair share responsibilities” as appropriate.

Comments:

Standard 6: The professional school counselor meets with the school administrator to discuss the implementation of the comprehensive school counseling program including action plans, yearly calendar, and annual counselor/principal agreement.	Unsat.	Emerging	Proficient	Distin.	N/A
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- 6.1 Consults with the principal and presents a draft of the annual counselor/principal agreement that specifies program priorities, percentage of time the counselor will spend in each component, a plan for collaboration and appropriate professional development activities, including the division of department duties.

Comments:

- Has an agreed upon time distribution, competencies to be delivered in classrooms, and division of department duties.

6.2 Develops Action Plans detailing how /she intends to deliver the curriculum and small group instruction for interventions designed to Close the Achievement Gap.

6.3 Uses a Master, monthly and weekly calendars that follow the ASCA recommended time for the level in guidance curriculum, individual student planning, responsive services and systemic change.

6.4 Conducts an annual Counselor Evaluation to assess the progress made in the Counseling program implementation and make changes in the school counseling program for the following year.

Comments:

Standard 7: The professional school counselor collects, analyzes, interprets, and delivers data to guide the direction of the school counseling program, monitoring student growth and classroom settings.

Unsat. Emerging Proficient Distin. N/A

7.1 Tracks trends that impact student achievement using data.

- Discusses academic progress with students
- Meets with students to revise 4-year and graduation plans.
- Uses CIS or other district program to track Career/College readiness
- Meets with parents and guardians when necessary.

7.2 Collects process, perception and outcome data through Guidance Lessons, Department Visits, Individual Logs.

- Evaluates program effectiveness with process, perception, and results data. (results report) Reviews academic and related data.
- Meets annually with the principal to analyze data and to decide what changes to make in the counseling program.

Comments:

Standard 8: The professional school counselor uses the skills of leadership, advocacy, and collaboration to create systemic change to improve the academic, social/emotional (soft skills) and career/college readiness of Tier I Tier II and Tier III.

Unsat. Emerging Proficient Distin. N/A

- **8.1 Maintains professionalism in all areas, including work habits, utilizing technology ,and following the ASCA Ethical Guidelines.**

8.2 Uses leadership skills to create systemic change and improve academic and career readiness for ALL students

8.3 Uses advocacy skills effectively impacting ALL students and create systemic change to improve academic and career readiness of ALL students .

8.4 Uses collaboration skills effectively impacting ALL students and create systemic change to improve academic and career readiness

8.5 Assists in directing systemic change to increase academic success, career/college readiness for ALL students and improve the climate of the school.

8.6 Attends Professional Development seminars, meetings, opportunities, conferences throughout the school year.

Comments:

Standard 9: The professional school counselor reports data to and consults with the advisory council.	Unsat.	Emerging	Proficient	Distin.	N/A
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9.1 The school counselor meets regularly with the advisory council to discuss the counseling program, share data, gather input and feedback.

Comments: