Sunnyside Counselor Evaluation

School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **Major Function: Development and Management of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 1: The professional school counselor plans and organizes the delivery of the comprehensive**  **School counseling program.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| * 1. **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** including academic, person/social and career development competencies |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | |

**II. Major Function: Implementation of a comprehensive school counseling program based on the *ASCA National Model: A***

***Framework for School Counseling Programs.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 2: The professional school counselor delivers and implements the guidance curriculum through the use of effective planning and instructional skills in structured classroom lessons and small group sessions.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.1 | **\* Supports Arizona academic standards** through the application and integration of academic standards and ASCA school counseling students. |  |  |  |  |
| 2.2 | \*Uses effective **instructional strategies.** |  |  |  |  |
| 2.3 | \*Uses effective **classroom management techniques.** |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 3: The professional school counselor implements the individual student planning component by guiding individuals and/or groups of students through the development of educational and career action plans.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3.1 | Engages students to establish **academic, personal/social, and career goals** as a means to connect education to their futures. |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 4: The professional school counselor implements responsive services through the effective**  **use of individual and small group counseling, consultation, and referral skills.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **4.1** | **Counsels individual students** and groups of students with identified needs or concerns. |  |  |  |  |
| **4.2** | **Consults effectively** with parents, teachers, administrators and other stakeholders. |  |  |  |  |
| **4.3** | Implements an **effective referral process.** |  |  |  |  |
| **4.4** | Implements an **effective critical incident stress management plan.** |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 5: The professional school counselor implements the system support component through**  **effective program management and support for other education programs.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **5.1** | Participates in **educational professional development.** |  |  |  |  |
| **5.2** | Provides consultation, training and leadership to the school community in **creating, maintaining, and evaluating a safe** **school environment.** |  |  |  |  |
| **5.3** | Carries out “f**air share”** of responsibilities as appropriate. |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 6: The professional school counselor effectively and efficiently manages and evaluates the**  **school counseling program.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **6.1** | Creates a yearly **principal counselor agreement** based on annual school needs and goals. |  |  |  |  |
| **6.2** | Develops action plans detailing **the curriculum delivery** and interventions designed to close the achievement  gap based on current school and student data. |  |  |  |  |
| **6.3** | Spends **80%** of time in **direct services** to students and follows the ASCA recommended time for their level (In guidance curriculum, individual student planning, responsive services, and system support. |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

**III. Major Function: Accountability of a comprehensive school counseling program based on *the ASCA Nation Model: A Framework for School Counseling Programs.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 7: The professional school counselor has developed a results evaluation for the school**  **counseling program.** | **Highly**  **Effective 4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **7.1** | Conducts **a yearly program audit** to assess the progress of the school counseling program and  determine if changes are needed. |  |  |  |  |
| **7.2** | Uses student **achievement** and achievement-related data for program modification. |  |  |  |  |
| **7.3** | Assesses, analyzes, interprets, disaggregates, and presents **process, perception, and results data.** |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

**IV. Major Function: Systems change agent of a comprehensive school counseling program based on the *ASCA National Model: A***

***Framework for School* Counseling *Programs.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 8: The professional school counselor uses the skills of leadership, advocacy and collaboration to create a systemic change to improve the academic and career success of all students.** | **Highly**  **Effective**  **4** | **Effective**  **3** | **Developing**  **2** | **Ineffective**  **1** |

*The Professional School Counselor:*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **8.1** | **Maintains pro**f**essionalism** in all areas, including work habits, relationships, utilizing technology, attending meetings, and following the ASCA Ethical Guidelines. |  |  |  |  |
| **8.2** | **Creates systemic change** and improves the academic and career success of all students. |  |  |  |  |
| **8.3** | **Uses advocacy skills** to create systemic change and improve academic and career success of all students. |  |  |  |  |
| **8.4** | **Uses collaboration** to create systemic change and improve academic and career/college readiness of all students. |  |  |  |  |
| Comments/Ideas for Ongoing Refinement: | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Highly Effective**  **88 -70 on the Rubric** | **Effective**  **69 – 47 on the Rubric** | **Developing**  **46 – 29 on the Rubric** | **Ineffective**  **28-0 On the Rubric** |

|  |
| --- |
| **NARRATIVE STATEMENT (OPTIONAL)** |
|  |

Counselor Review Signature\*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*The signature shall not imply concurrence.