

NORFOLK PUBLIC SCHOOLS SUMMATIVE GUIDANCE COUNSELOR EVALUATION

Counselor:

Date:

School Year:

Building:

Assignment:

Evaluation Status:

Summative Evaluation Directions

The purposes of the summative evaluation conference are: 1) to review and discuss the contents of the evaluation document, 2) to communicate the recommended contract status for the next school year, 3) to discuss the recommended level of administrative supervision expected for the next evaluation cycle, and 4) to establish professional goals. The supervisor has responsibility for completing the summative evaluation document and then discussing its contents with the guidance counselor during a summative evaluation conference. The guidance counselor is encouraged to submit a self-evaluation or other relevant portfolio information at least five days in advance of the summative evaluation conference. A summative evaluation cycle concludes with communication of the recommended contract status and the level of administrative supervision for the next evaluation cycle.

The supervisor will rate each of the four domains, which include: 1) planning and preparation, 2) the environment, 3) delivery of service, and 4) professional responsibilities according to which of the four performance standards best describes the guidance counselor's performance during the evaluation cycle. Each domain will be rated with consideration given to the related competencies and elements within the domain. It is not necessary that every competency be observable at a consistently appropriate and effective level in order to receive a proficient rating. The particular job assignment will determine the appropriate role of each of the four domains and how each domain will be evaluated for various certified staff members. The supervisor will collect evidence addressing each domain and will include narrative to support any areas of excellence and/or concern which do not meet district expectations. The supervisor will also write an Evaluation Summary to summarize the guidance counselor's overall performance. Copies of all signed summative evaluation documents will be provided to the guidance counselor, the supervisor, and the guidance counselor's personnel file at the Central Office.

Performance Standards

Distinguished - Evidence indicates that a guidance counselor performing at this level is a master who makes contributions to the field both in and outside their school. Their programs operate at a qualitatively different level from those of other guidance counselors. Evidence indicates that the guidance counselor performing at this level has a thorough conceptual understanding of, and consistently implements in various situations, each competency within the domain in a highly effective and appropriate manner. This level of performance exceeds district expectations.

Proficient - Evidence indicates that guidance counselors performing at this level clearly understand the concepts underlying the components and implements them well. Guidance counselors at the proficient level thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can easily adjust their program as necessary. Guidance counselors at this level are able to consistently and effectively implement all or almost all competencies within the domain and element appropriately and without significant errors. This level of performance fully meets district expectations.

Basic - Evidence indicates that guidance counselors performing at this level appear to understand the concepts underlying the component within the domain and attempt to implement its elements. Implementation, however, is sporadic, intermittent, or otherwise not entirely successful. This level of performance partially meets district expectations. With additional experience, professional development, and coaching and supervision, guidance counselors performing at the basic level should become proficient implementing the domain and components within a reasonable time period.

Unsatisfactory - Evidence indicates that a guidance counselor performing at this level does not yet appear to understand, and may have some major misconceptions, of the concepts underlying the component within the domain. Implementation does not regularly accomplish the basic educational purpose. This level of performance does not meet district expectations, and will require specific plans and assistance for improved performance within a reasonable time period.

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Evaluation Summary

Domain 1: Planning and Preparation

_____Unsatisfactory _____Basic _____Proficient _____Distinguished

Domain 2: The Environment

_____Unsatisfactory _____Basic _____Proficient _____Distinguished

Domain 3: Delivery of Service

_____Unsatisfactory _____Basic _____Proficient _____Distinguished

Domain 4: Professional Responsibilities

_____Unsatisfactory _____Basic _____Proficient _____Distinguished

Supervisor Comments and Professional Goals

Supervisor Summary Comments:

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Performance Goal for Tenured Guidance Counselors:

Classroom Observation Dates:

Recommend Contract Status
(Do not complete for first semester probationary evaluation.)

- _____ Initial Evaluation Reemploy for a second or third semester with a one-semester evaluation cycle
- _____ Professional Evaluation Reemploy for next school year with a three-year evaluation cycle
- _____ Assistance Evaluation Reemploy for next school year with a one-year evaluation cycle
- _____ Improvement Evaluation Reemploy for next school year with a written Professional Improvement plan which requires a one-year or less evaluation cycle.
- _____ Nonrenewal

The Contract Recommendation and level of Administrative Evaluation as referenced herein, is not a guarantee of continued employment for a specific term and does not alter or amend the guidance counselor's employment contract or the district's rights and remedies under Nebraska or federal law. The Contract Recommendation and Level of Administrative Supervision is a designation for administrative purposes, not a progressive discipline program or indication of entitlement to a certain type of remediation or supervision.

Supervisor's Signature _____

Conference Date _____

Teacher's Signature _____

Conference Date _____

NOTE: The guidance counselor's signature indicates the review and receipt of, not necessarily agreement with, this summative evaluation. The guidance counselor may attach additional written responses on separate paper within 14 calendar days of the evaluation conference.

NORFOLK PUBLIC SCHOOLS SUMMATIVE GUIDANCE COUNSELOR EVALUATION

Domain 1: Planning and Preparation				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.2: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the typical patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the typical patterns.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.3: Establishing goals for the counselor program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Evidence				

NORFOLK PUBLIC SCHOOLS SUMMATIVE GUIDANCE COUNSELOR EVALUATION

Component	Unsatisfactory	Basic	Proficient	Distinguished
1.4: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but has no knowledge of resources available outside the district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and has some familiarity with resources outside of the district.	Counselor’s knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.5: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the building and district’s goals.	Counselor has developed a plan that includes the important identified aspects of counseling.	Counselor’s plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
1.6: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor’s plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Evidence				

Domain 1: Planning and Preparation Rating ___ U ___ B ___ P ___ D

NORFOLK PUBLIC SCHOOLS SUMMATIVE GUIDANCE COUNSELOR EVALUATION

Domain 2: The Environment				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.1: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.2: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
2.3: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work efficiently.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
2.4: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Evidence				

Domain 2: The Environment ___ U ___ B ___ P ___ D

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Domain 3: Delivery of Service				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.1: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor’s assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.2: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor’s program is independent of identified student needs.	Counselor’s attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal, social, and career plans.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.3: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
3.4: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
3.5: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Evidence				

Domain 3: Delivery of Service U B P D

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Domain 4: Professional Responsibilities				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Reflecting on professional practice	Counselor does not reflect on professional practice, or the reflections are inaccurate or self-serving.	Counselor’s reflection on professional practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor’s professional reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor’s professional reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.2: Maintaining records and submitting them in a timely fashion	Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor’s reports, records, and documentation are generally accurate but are occasionally late.	Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.3: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Evidence				

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Component	Unsatisfactory	Basic	Proficient	Distinguished
4.4: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.5: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Evidence				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4.6: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
Evidence				

Domain 4: Professional Responsibilities U B P D