APPENDIX V

Gadsden’s Guidance Counselor Evaluation Tool

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| **School:** |  | **School Year:** |  |
| **Guidance Counselor:** |  | **Grade Level:** |  |
| **Principal:** |  | **Date:** |  |

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| **Domain 1: Student Achievement****3 Proficiency Areas - 12 Indicators****20% Contribution** | **Highly****Effective** | **Effective** | **Developing/Needs Improvement** | **Unsatisfactory** |
| **Proficiency Area 1 – Planning/Preparation** |  |  |  |  |
| Indicator 1.1 - Development of Guidance Programs |  |  |  |  |
| Indicator 1.2 - Establishment of Short and Long Range Plans |  |  |  |  |
| Indicator 1.3 - Communication of Goals and Services |  |  |  |  |
| Indicator 1.4 - Establishment of Priorities for Student Services |  |  |  |  |
| **Proficiency Area 2 – Intervention/Direct Services** |  |  |  |  |
| Indicator 2.1 – Provide Counseling |  |  |  |  |
| Indicator 2.2 – Recognition of Cultural Differences |  |  |  |  |
| Indicator 2.3 – Recognition of Student Distress |  |  |  |  |
| Indicator 2.4 – Student and Parent Orientation |  |  |  |  |
| Indicator 2.5 – Provision of Interventions for At-risk Students |  |  |  |  |
| Indicator 2.6 - Implementation of Programs for Career Awareness  |  |  |  |  |
| **Proficiency Area 3 – Student Growth/Achievement** |  |  |  |  |
| Indicator 3.1 - Review of Student Records and Indicators |  |  |  |  |
| Indicator 3.2 - Collaboration with Others |  |  |  |  |
| **Domain 2: Instructional Support****2 Proficiency Areas – 5 Indicators****40% Contribution** | **Highly****Effective** | **Effective** | **Developing/Needs Improvement** | **Unsatisfactory** |
| **Proficiency Area 4 – Collaboration** |  |  |  |  |
| Indicator 4.1 – Develop short- and long-range plans based on school, district, and state priorities. |  |  |  |  |
| Indicator 4.2 – Define goals and objectives for the assigned curriculum, program, or service assignment. |  |  |  |  |
| Indicator 4.3 – Plan with teachers and administrative leaders to develop and implement the school / district program. |  |  |  |  |
| **Proficiency Area 5 – Staff Development** |  |  |  |  |
| Indicator 5.1 - Establish Effective Working Relationships |  |  |  |  |
| Indicator 5.2 - Conference with Others |  |  |  |  |
| **Domain 3: Organizational Leadership****2 Proficiency Areas – 13 Indicators****20% Contribution** | **Highly****Effective** | **Effective** | **Developing/Needs Improvement** | **Unsatisfactory** |
| **Proficiency Area 6 – Administrative/Management** |  |  |  |  |
| Indicator 6.1 - Review, Evaluate, and Select Support Materials |  |  |  |  |
| Indicator 6.2 - Implement School-wide Counseling Services and Activities |  |  |  |  |
| Indicator 6.3 - Establish an Environment for Effective Counseling |  |  |  |  |
| Indicator 6.4 - Establish and Follow Intervention Procedures |  |  |  |  |
| Indicator 6.5 - Maintain Student Records |  |  |  |  |
| Indicator 6.6 - Participate in School-wide Events |  |  |  |  |
| Indicator 6.7 - Use Technology Resources Effectively |  |  |  |  |
| **Proficiency Area 7 – Assessment/Evaluation** |  |  |  |  |
| Indicator 7.1 - Demonstrate Assessment Knowledge |  |  |  |  |
| Indicator 7.2 - Coordinate Testing |  |  |  |  |
| Indicator 7.3 - Communicate Regarding Assessment |  |  |  |  |
| Indicator 7.4 - Exercise Confidentiality |  |  |  |  |
| Indicator 7.5 - Use Relevant Assessment Data |  |  |  |  |
| Indicator 7.6 - Evaluate Counseling Program Objectives  |  |  |  |  |
| **Domain 4: Professional and Ethical Behaviors****1 Proficiency Area – 5 Indicators****20% Contribution** | **Highly****Effective** | **Effective** | **Developing/Needs Improvement** | **Unsatisfactory** |
| **Proficiency Area 8 – Professional Responsibilities** |  |  |  |  |
| Indicator 8.1 - Model and Maintain High Professional Standards |  |  |  |  |
| Indicator 8.2 - Identify Student/School Issues |  |  |  |  |
| Indicator 8.3 - Use Positive Interpersonal Skills |  |  |  |  |
| Indicator 8.4 - Prepare Reports and Maintain Records |  |  |  |  |
| Indicator 8.5 - Perform Other Duties as Assigned |  |  |  |  |

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| **Evaluator’s Comments/Reflections:**   |

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| **Non Classroom Personnel Comments/Reflections:**   |

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| **Performance Levels** |  |  | **Highly Effective** |  | **Effective** |  | **Needs Improvement/** |  | **Unsatisfactory** |

 **Developing**

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| **Non Classroom Personnel Signature:** |  |  | **Date:** |  |
| **Evaluator’s Signature:** |  |  | **Date:** |  |