

ADEPT for School Guidance Counselors

Evidence Documentation Version 5-03

Guidance Counselor _____

District _____

School _____

Grade Level(s) _____

Dates (From–To) of Evaluation _____

Evaluator

Title

NOTE

Not all key considerations are of equal importance, nor is every key consideration applicable to all school guidance counselors in all settings. Evaluators should establish the appropriate content/context-specific performance expectations and clearly convey this information to the school guidance counselor prior to the initiation of the evaluation.

PD 1: Long-Range Planning

Data Collection Methods

- Required:* ❖ Review of the Long-Range Plan (LRP)
[Note: The review of the long-range plan is optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 1.]
- Optional:* ❖ Interview with the school guidance counselor
❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor's long-range plan contains descriptions of appropriate

- ❖ goals, objectives, activities, and methods for evaluating the four components of a comprehensive developmental guidance and counseling program:
 1. **Guidance Curriculum:** Structured experiences presented systematically through classroom and group activities that emphasize choice-making, self-understanding, career exploration and preparation, and the improvement of study skills;
 2. **Individual Student Planning:** Test interpretation, informal counseling, educational counseling, and career planning activities to assist all students in planning, monitoring, and managing their own academic achievement as well as their personal and career development;
 3. **Responsive Services:** Counseling or referral activities to meet the immediate needs and concerns of students; and
 4. **System Support:** Indirect guidance management activities, such as staff/community relations, special projects, committees, and student support teams that maintain and enhance the total guidance program;
- ❖ formal and informal needs assessments, sources of information (e.g., students, teachers, administrators, parents), and the ways in which the results of the needs assessments will be used to develop and prioritize program goals and objectives;
- ❖ procedures for organizing and managing the guidance and counseling program, including key materials, resources, and technologies, as well as procedures to ensure optimal student-parent-staff access to the counselor; and
- ❖ plans for program communications, including the types of information that need to be communicated, the timelines for communicating the information, the methods of communication, and the intended audiences.

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PD 2: Short-Range Planning—Guidance and Counseling Activities

Data Collection Methods

Required: ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office, as follows:

- ◆ Evaluator #1 (Certified school guidance counselor): Interview topics must include areas related to *counseling*.
- ◆ Evaluator #2 (Supervisor/Other): Interview topics must include areas related to *guidance*.

[Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.]

Optional: ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ organizes and develops appropriate procedures for responding to referrals and requests for services;
- ❖ develops goals and objectives that are appropriate to the student needs and aligned with national and state guidance/counseling standards and (as appropriate) national and state academic standards;
- ❖ determines strategies, techniques, and/or activities that are appropriate, that help build rapport with the students, and that promote transfer to real-life situations;
- ❖ selects and obtains appropriate materials and/or resources; and
- ❖ develops, disseminates, and follows an appropriate program schedule.

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PD 3: Development and Use of Assessments

Data Collection Methods:

Required: ❖ Interviews (including a review of relevant artifacts) conducted in the school guidance office, as follows:

- ◆ Evaluator #1 (Certified school guidance counselor): Topics must include areas related to *counseling*.
- ◆ Evaluator #2 (Supervisor/Other): Topics must include areas related to *guidance*.

[Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.]

Optional: ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ conducts appropriate formal and informal needs assessments and program evaluations, uses the results for program planning (including the number and types of services provided), and disseminates relevant information;
- ❖ appropriately assesses the student(s) and/or the severity of the situation;
- ❖ monitors and documents student progress and the results of various program initiatives;
- ❖ determines and provides necessary follow-up support; and
- ❖ maintains program accountability information.

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PD 4: Providing Guidance and Counseling Services

Data Collection Methods:

- Required:*
- ❖ Observations (unannounced) and Review of “Reflections”
 - ◆ Evaluator #1 (certified school guidance counselor)
 1. Direct observation and/or indirect observation (e.g., audio or video recordings) of at least one entire individual, small group, or crisis counseling session, and
 2. Review of the school guidance counselor’s “Reflection on the Counseling Session.”
 - ◆ Evaluator #2 (supervisor/other)
 1. Direct observation of at least one entire group/classroom guidance activity or group/individual planning session, and
 2. Review of the school guidance counselor’s “Reflection on the Guidance Session.”
- [Note: The “Reflections” are optional during the second semester of evaluation, contingent upon the school guidance counselor’s successful preliminary evaluation results on PD 4. However, observations must be conducted both semesters.]
- Optional:*
- ❖ Interview(s) with the school guidance counselor.
 - ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ establishes appropriate goals and objectives, based on identified student needs;
- ❖ selects and makes effective use of appropriate techniques, practices, materials, and/or resources;
- ❖ uses effective communication skills (e.g., attending, listening, verbal, and nonverbal);
- ❖ creates a positive environment for the students;
- ❖ sets appropriate expectations for student involvement;
- ❖ promotes transfer of knowledge and skills to real life situations; and
- ❖ makes appropriate determinations regarding the direction of future services based on accurate analyses of student needs and progress.

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PD 5: Providing Consultation Services

Data Collection Methods:

- Required:* ❖ Review of the school guidance counselor's "Consultation Summary Report"
[Note: The "Consultation Summary Report" is optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PD 5.]
- Optional:* ❖ Observation(s) of consultation activities (e.g., individualized education program (IEP) meetings, individual or group consultations, staff development meetings, parent or community meetings, seminars, workshops)
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ provides an appropriate range of consultation services;
- ❖ identifies factors that influence the effectiveness of these services; and
- ❖ makes appropriate determinations regarding ways to enhance future consultation services.

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PD 6: Coordinating Guidance and Counseling Services

Data Collection Methods:

- Required:* ❖ Interviews (including a review of relevant artifacts)
- ◆ Evaluator #1 (certified school guidance counselor): Topics must include areas related to *counseling*.
 - ◆ Evaluator #2 (supervisor/other): Topics must include areas related to *guidance*.
- [Note: These interviews are optional during the second semester of evaluation, contingent upon the school guidance counselor's successful preliminary evaluation results on PDs 2, 3, and 6.]
- Optional:* ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ conducts appropriate orientations and/or disseminates information about the availability and nature of the services;
- ❖ provides service-related information and/or assistance to students, parents, and/or staff;
- ❖ coordinates referrals, requests for services, and/or resources with other available community resources;
- ❖ maintains a current referral and resource file;
- ❖ effectively manages the program budget and materials; and
- ❖ collaborates within the school and the community to ensure quality comprehensive services to students.

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PD 7: Professional Responsibilities

Data Collection Methods:

- Required:*
- ❖ Review of the “Professional Performance Description,” completed by the building administrator and other supervisors, as appropriate
 - ❖ Review of the “Professional Self-Report,” completed by the school guidance counselor
- [Note: The “Professional Self-Report” is optional during the second semester of evaluation, contingent upon the school guidance counselor’s successful preliminary evaluation results on PD 7. However, the “Professional Performance Description” must be completed by the administrator/supervisor and reviewed by the evaluation team both semesters.]
- Optional:*
- ❖ Other procedures, consistent with district policy, as deemed necessary by the evaluation team.

Key Considerations typically include, but need not be limited to, the extent to which the school guidance counselor

- ❖ establishes and maintains positive professional relationships with colleagues, students, parents, and members of the community;
- ❖ practices in accordance with ethical standards and legal guidelines (e.g., child abuse reporting, confidentiality of student records, parental rights, duty to warn);
- ❖ performs appropriate/required job responsibilities;
- ❖ demonstrates responsible work habits (e.g., time management, punctuality, dependability, attendance);
- ❖ contributes to the well-being of the students and the benefit of the overall school community;
- ❖ identifies his or her own professional strengths and weaknesses;
- ❖ displays professional insight and vision regarding the guidance and counseling program; and
- ❖ sets purposeful professional goals.

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