

School Counselor Summative

Date:

Counselor: I. Curriculum, Planning Assessment

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Knowledge of counseling theory and techniques	Demonstrates deep and thorough understanding of counseling/guidance theory and techniques.	Demonstrates understanding of counseling/guidance theory and techniques.	Demonstrates basic understanding of counseling theory and techniques.	Demonstrates little understanding of counseling/guidance theory and techniques.
Enter Notes				
b) Knowledge of child and adolescent development	Displays accurate knowledge of the typical developmental characteristics of the age group and of the exceptions to the general*patterns; understand the extent to which individual students follow the general patterns.	Displays accurate knowledge of the typical developmental characteristics of the age group as well as exceptions to the general patterns.	Displays partial knowledge of child and adolescent development.	Displays little or no knowledge of child and adolescent development.
Enter Notes				
c) Regulations and resources	Displays extensive awareness of government regulations and of resources for students, including those available through the school, district and community.	Displays awareness of government regulations and of resources for students available through the school and district and has some familiarity with resources external to the school.	Displays awareness of government regulations and of resources for students available through the school or district but has no knowledge of resources external to the school.	Displays little or no awareness of government regulations or of resources for students.
Enter Notes				
d) Planning the counseling program	Provides highly coherent input in planning the counseling program that support not only the individual students but also the broader educational program.	Provides input in planning the counseling program that includes the important aspects of counseling in the setting.	Provides input in planning the counseling program that includes a number of worthwhile activities, but some of them don't fit broader goals.	Provide input in planning the counseling program that consists of a random collection of unrelated activities, lacking coherence or an overall structure.
Enter Notes				
e) Evaluating the counseling program	Provides highly sophisticated input into evaluation plan supported by imaginative sources of evidence with a clear path towards improving the program on an ongoing basis.	Provides clear, organized, input into evaluation plan supported by evidence to indicate the degree to which the goals have been met.	Provides rudimentary input into evaluation plan without supporting evidence that lacks clear goals or suggestions for improvement.	Provides no input into evaluation plan or resists suggestion that such an evaluation is important.
Enter Notes				
f) Managing routines and procedures	Has clearly articulated, seamless routines for the counseling/guidance office and the classroom.	Has effective routines for the counseling/ guidance office and the classroom.	Has rudimentary or partially successful routines for the counseling/ guidance office or the classroom.	Does not have routines for the counseling/guidance office or the classroom or routines are in disarray.
Enter Notes				

Category Rating: I. Curriculum, Planning Assessment

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
Enter Notes				

Rubric Score: 0/0

Counselor: II. Counseling

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Respect and rapport	Establishes respect and rapport with all students so that they seek out the counselor, reflecting a high degree of comfort and trust in the student-counselor relationship. Promotes students to engage in positive interactions.	Has positive and respectful interactions with students to cultivate comfort and trust in the student-counselor relationship. Encourages positive student interactions among students.	Has some positive and some negative interactions with students. Is partially successful in encouraging positive interactions among students.	Has at least some interactions with students that are negative or inappropriate. Does not promote positive interactions among students.
Enter Notes				
b) Assessing students' needs	Maintains thorough awareness of students' needs to assist in aligning students' programs.	Maintains awareness of students' needs to assist in aligning students' programs.	Occasionally maintains awareness of students' needs to assist in aligning students' programs.	Rarely maintains awareness of students' needs to assist in aligning students' programs.
Enter Notes				
c) (Secondary only) Long range planning with	Helps individual students formulate academic and career	Helps students formulate academic and career plans	Is partially successful in attempts to help individual	Develops academic and career plans (when appropriate) that

students	plans (when appropriate) based on knowledge of students' needs.	(when appropriate).	students formulate academic and career plans (when appropriate).	are unrelated to identified student needs.
Enter Notes				
d) Problem-solving	Demonstrates strong problem-solving skills and provides meaningful knowledge and assistance in problem-solving and conflict resolution.	Demonstrates clear understanding of problem-solving and provides information and insight to assist others in problem-solving.	Demonstrates some ability to problem-solve and assist others.	Has limited ability to solve problems or offer insight.
Enter Notes				
e) Responsiveness to students	Deals in a timely manner and successfully with student concerns and makes students feel welcome at all times.	Responds successfully to student concerns and makes students feel welcome.	Is slow to respond to some student concerns and sometimes makes students feel welcome.	Does not respond to student concerns and makes students feel unwelcome.
Enter Notes				
f. Counseling techniques	Uses an extensive range of counseling techniques to help students acquire decision-making and problem-solving skills.	Uses a range of counseling techniques to help students acquire decision-making and problem-solving skills.	Displays a narrow range of counseling techniques to help students acquire decision-making and problem-solving skills.	Has few counseling techniques to help students acquire decision-making and problem-solving skills.
Enter Notes				
g) Individual and group counseling services	Provides high-quality, age appropriate activities and services that foster intellectual, psychological or social development.	Provides age-appropriate activities and services that foster positive self-image, both in individual and group settings.	Provides few appropriate activities and services that foster positive image.	Relationships and activities with students are negative or inappropriate.
Enter Notes				
h) Resources	Partners with other programs/agencies both within and beyond the school or district to meet individual student needs.	Partners with other programs within the school or district to meet individual student needs.	Is partially successful in partnering services with other programs within the school to meet student needs.	Does not make connections with other programs in order to meet student needs.
Enter Notes				
i) Consultation with school staff	Is proactive in providing faculty and staff with information regarding students. Frequently collaborates with faculty to advocate for students.	Provides faculty and staff with information regarding student progress. Collaborates with faculty to advocate for students if needed.	Provides limited information regarding students to faculty and does not seek out their input.	Provides no information to and has little contact with faculty regarding students.
Enter Notes				
j) Cultural Proficiency	Intentionally affirms and establishes a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Establishes a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Sometimes provides a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.	Rarely provides a safe and open environment in which student differences around race, culture, gender, religion, class, sexual-orientation, and language are fully supported.
Enter Notes				
k) Technology	Frequently innovates with technology to positively impact and differentiate their work with students	Uses technology effectively to manage their work.	Sometimes uses technology effectively to manage their work.	Rarely uses technology effectively to manage their work.
Enter Notes				

Category Rating: II. Counseling

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory

[Enter Notes](#)

Rubric Score: 0/0

Counselor: III. Family and Community Engagement

Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Respect	Interacts respectfully with families through words and actions. Is sensitive to diverse family and community values and beliefs.	Communicates respectfully with families. Is sensitive to diverse family and community values and beliefs.	Is sometimes insensitive to diverse family and community values and beliefs.	Is often insensitive to diverse family and community values and beliefs.
Enter Notes				
b) Belief	Demonstrates in-depth knowledge of each student to families and a strong belief the student can reach their potential.	Shows family a genuine interest and a belief the student can reach their potential.	Expresses concern to families about wanting the best for students.	Does not convey to families any knowledge of individual students or concern for their future.
Enter Notes				
c) Communicating with families	Is proactive and resourceful in providing thorough and accurate information to families about individual students and the counseling program as a whole.	Provides accurate information to families about individual students and about the counseling program as a whole.	Provides limited though accurate information to families about individual students and the counseling program as a whole.	Provides no information to families, either about individual students or about the counseling program as a whole.
Enter Notes				
d) Involvement	Frequently communicates with and involves families in the	Updates families on the academic transition and/or post-	Sends home occasional suggestions on how families can	Rarely, if ever, communicates with families regarding academic

	academic transition and/or post-secondary planning process.	secondary planning process as it unfolds.	help their children with academic transitions and/or post-secondary planning.	transitions and/or post-secondary planning.
	Enter Notes			
e) Responsiveness	Deals immediately and successfully with family concerns and makes families feel welcome.	Responds successfully to family concerns and makes parents feel welcome.	Is slow to respond to some family concerns and sometimes makes parents feel unwelcome.	Does not respond to family concerns and makes parents feel unwelcome.
	Enter Notes			
f) Outreach	Is successful in contacting and working with families, including those who are hard to reach.	Persistently tries to contact families, including those who are hard to reach.	Tries to contact most families, but only reaches parents who are easily and readily available.	Makes little or no effort to contact families.
	Enter Notes			

Category Rating: III. Family & Community Engagement				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			
Rubric Score: 0/0				

Counselor: IV. Professional Culture				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
a) Reliability	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records. Is often willing to help out when situations arise.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate and timely records.	Occasionally skips assignments, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, makes errors in records, and misses paperwork deadlines.
	Enter Notes			
b) Professionalism	Demonstrates professional demeanor in words, action and appearance; always observes appropriate boundaries.	Demonstrates professionalism; maintains appropriate boundaries.	Is occasionally unprofessional in words, action and/or appearance; may violate boundaries.	Is unprofessional in words, action and appearance; violates boundaries.
	Enter Notes			
c) Judgment	Is ethical, honest, uses sound judgment, maintains confidentiality, and follows procedural safeguards. Promotes an atmosphere of sound judgment.	Is ethical, honest, uses sound judgment, maintains confidentiality, and follows procedural safeguards.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information when inappropriate.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information when inappropriate.
	Enter Notes			
d) Collaboration	Frequently contributes valuable ideas, expertise and actions; instills in others a desire to improve student learning.	Is a positive team player and contributes ideas, expertise and actions to improve student learning.	Occasionally suggests an idea aimed at improving student learning.	Rarely, if ever, contributes ideas that might help improve student learning.
	Enter Notes			
e) Openness	Actively seeks and responds constructively to feedback for improvement.	Is a positive team player and contributes ideas, expertise and actions to improve student learning.	Occasionally suggests an idea aimed at improving student learning.	Rarely, if ever, contributes ideas that might help improve student learning.
	Enter Notes			
f) Growth	Actively seeks new ideas and practices from colleagues, workshops and other sources. Engages with colleagues to innovate practice.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and/or feedback.	Can sometimes be defensive and may not respond constructively to suggestions and/or feedback.	Is defensive about feedback and is not open to suggestions and/or feedback.
	Enter Notes			

Category Rating: IV. Professional Culture				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			
Rubric Score: 0/0				

Overall Performance Rating

Overall Performance Rating (Must be Proficient in all categories to mark Proficient overall)				
Criteria	4 Exemplary	3 Proficient	2 Needs Improvement	1 Unsatisfactory
Overall Rating	Exemplary	Proficient	Needs Improvement	Unsatisfactory
	Enter Notes			
Rubric Score: 0/0				

Progress Toward Goals (Please check one)

- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator made significant progress and should continue working as discussed.
- The evaluator and educator had a meaningful and rich conversation about the educator's goals. The evaluator believes the educator did NOT make significant progress on the goals. The evaluator will outline at the Fall goal-setting meeting what steps the educator should take next year to better meet the goals.
- The evaluator believes major growth is needed in the areas outlined below in order for the educator to meet expectations and continue on a self-directed growth plan through the course of the following year.

Growth needed (if checked above)

Notes from meeting (optional)

Plan Moving Forward (please check one)

- Self-Directed Growth Plan
- Directed Growth Plan
- Improvement Plan
- Developing Educator Plan (All Non-PTS)