

Counselor Evaluation

Name: Jennifer Reilly

Evaluator: Self-Evaluation

School: WRHS

Date: Sep 21, 2015 10:28 AM EDT

Grade: 9

Shared: NO

Curriculum, Planning, and Assessment

Analysis

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|--|---|--|
| Counselor will gather all pertinent data and ensure that the student and his/her parent have a clear understanding of the recommended level of study that will maximize the student's academic potential for post secondary success. | Counselor will gather data and advise the student and the parent of the level of study that would potentially maximize the student's academic potential. | Counselor will gather data on the student's past performance but disregard the data in recommending level of placement that will maximize the student's academic potential. | Counselor will ensure that the student's preference for study is built into his/her schedule without regard for the data that reflects past performance. |

Graduation Standards

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|--|---|--|
| Counselor charts each individual student's progress toward graduation on an on-going basis, and works collaboratively with families, students, and class administrator in advising students of alternative credit options. | Counselor charts each individual student's progress toward graduation on an on-going basis and also works with families and students in advising them of alternative credit options. | Counselor inconsistently charts each individual student's progress toward graduation, and occasionally works with families and students in advising them of alternative credit options. | Counselor does not chart each individual student's progress towards graduation and does not work with families in advising them of alternative credit options. |

Assessment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|---|---|--|
| Counselor collects detailed and individualized assessments of all students in need of support (includes input from the classroom teacher, administrator, and the student's liaison) and uses all available data and methods to provide the necessary intervention. | Counselor assesses students in need of support through the collection of pertinent data and identifies methods to identify the necessary interventions. | Counselor's assessment of students in need of support is perfunctory and/or the identification of interventions is minimal. | Counselor does not assess student needs or the assessments result in inaccurate conclusions. |

Data Literacy

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|---|---|--|
| Demonstrates advanced skills with current software programs and is able to both run a wide range of reports from the local student information system and use data to influence counseling curriculum. | Counselor demonstrates proficiency in using relevant software and is able to run basic reports from the local student information system. | Counselor demonstrates beginning skills with relevant software and the local student information systems. | Lacks skills with relevant software and relies on others to get reports from the local student information system. |

Lesson Design

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|---|---|
| Designs and ensures delivery to all students a data driven, developmentally appropriate curriculum creatively utilizing technology and other materials and instructional strategies to engage all students. | Designs and delivers a data driven, developmentally appropriate curriculum utilizing technology and other materials and instructional strategies to engage students. | Designs and intermittently delivers a developmentally appropriate curriculum. | Does not deliver a developmental guidance curriculum. |

Knowledge

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|--|--|---|
| Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave by providing differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes. | Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave by providing differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes. | Demonstrates knowledge of students' developmental levels and the different ways these student learn or behave but inconsistently provide differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes. | Fails to demonstrate knowledge of students' developmental levels and the different ways these student learn or behave and inadequately provides differentiated learning experiences, support and/or assistance that enable all students to progress toward meeting intended outcomes. |

Planning

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|---|---|
| Counselor works with administration to comprehensively diagnose the school's strengths and weaknesses using data to create a result orientated plan which includes the overall improvement of school-wide programs that influence the counseling program. | Counselor works to diagnose the school's strengths and weaknesses using data. Writes a focused, measurable strategic plan for the systemic delivery of the school counseling program. | Counselor uses some data to develop a plan to improve the systemic delivery of the school counseling program. | Counselor does not plan strategically for systemic delivery of school counseling program. |

Teaching All Students/Instruction

Academic Advising

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|---|---|
| In collaboration with families and teachers, effectively advances students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals. | Effectively advances students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals. | Advances some students' planning and preparation in rigorous/ appropriate academic programs that connect to their college and career goals. | Does not work to ensure students are enrolled in rigorous/ appropriate classes. |

College/Career Development

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|---|---|---|
| Using a variety of career/college assessment resources, the Counselor exposes students to a wide range of college and career options as well as the college application and admissions process and regularly works with students on developing individualized post secondary plan. | Using a variety of career/college assessment resources, the Counselor exposes students to a wide range of college and career options as well as the college application and admissions process. | Using limited resources, the Counselor exposes students to some college and career options as well as the college application and admissions process. | Counselor does not include career exploration in the school counseling program. |

Management

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|--|---|
| Counselor maintains a highly systematic and efficient mode of record keeping that can be made available to all pertinent staff in effort to provide effective communication of student needs. | Counselor accurately reports, records and documents all pertinent data regarding students in a timely fashion. | Counselor reports, records and documents data regarding students accurately but does not submit documentation in a timely fashion. | Counselor reports, records and documents data regarding students inaccurately at times and fails to do so in a timely manner. |

Advocate

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|--|--|
| Counselor is aware of students' needs and strategizes with students and stakeholders to resolve concerns and continually promote the development of skills that encourage appropriate social/emotional responses. | Counselor is aware of student needs and works with students and stakeholders to develop a plan to address concerns. | Counselor meets with students in response to need but employs limited resources to assist the student in resolving issues. | Counselor either does not meet with students in response to need or has minimal follow-up after meeting. |

Engagement

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|--|--|
| Counselor effectively establishes a relationship with students where there is a high degree of comfort and trust. Counselor teaches students how to engage in positive interactions and regularly engages other personnel when appropriate. | Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. | Counselor's interactions with students are limited and/or their efforts at encouraging positive interactions among students meet with minimal success for various reasons. | Counselor's interactions are at times negligent or dismissive; the counselor does little to encourage positive student-student interactions. |

Learning Environment

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|--|--|--|
| Counselor strategically organizes office materials and displays to support student engagement and updates pertinent information routinely. | Counselor organizes office materials and displays to support student engagement. | Counselor does not organize materials, and displays to support student engagement. Office displays and decor are updated rarely. | Office materials and displays do not support student engagement. Room is cluttered and disorganized. |

Personal/Social Development

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|--|---|--|
| Through school counseling programming and ongoing encouragement to participate in extracurricular activities, the counselor consistently and effectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others. | Through school counseling programming, the counselor effectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others. | Through school counseling programming, the counselor inconsistently helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others. | Through school counseling programming, the counselor ineffectively helps students across all grades to develop attitudes, behaviors, and skills necessary to promote personal responsibility and effectively relate to others. |

High Expectations

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|---|--|--|
| Counselor advocates for the success of all students by promoting equity and access to curriculum, programs, services and resources. Relentlessly conveys the expectation that all students, regardless of their backgrounds and economic status be challenged to reach high academic standards. | Counselor advocates for the success of all students by promoting equity and access to the curriculum, programs, services and resources. Conveys high expectations for students. | Counselor advocates for the success of some students by promoting equity and access to curriculum, programs, services and resources. Does not convey high expectations for all students. | Counselor does not advocate for the inclusion of under-served populations into rigorous and relevant curriculum, programs, services and resources. |

Family and Community Engagement

Outreach/Communication

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|--|---|
| Communicates respectfully with parents and maintains contact using alternative modes of communication when at first unsuccessful in making contact. | Communicates respectfully with parents and maintains contact throughout the year using multiple modes of communication | Tries to communicate respectfully with parents and makes contact using limited modes of communication. | Is disrespectful to parents or makes little or no contact with parents. |

Responsiveness

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|---|---|--|
| Always responds promptly and effectively to parent concerns. | Usually responds promptly to parent concerns. | Inconsistently responds promptly or effectively to parent concerns. | Does not respond to parent concerns or is unprofessional in dealing with the concerns. |

Professional Culture

Growth

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|---|---|
| Continually consults with colleagues and is an up-to-date resource in their field of expertise. | Seeks out effective ideas from colleagues, workshops, and other sources and makes an attempt to implement the ideas. | Can occasionally be persuaded to try out new practices. | Is not open to ideas for improving practices. |

Collaboration

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|---|--|--|--|
| Actively seeks out opportunities to collaborate with colleagues and other professionals to improve their practices. | Collaborates regularly with colleagues to, share ideas, and review student progress. | Meets occasionally with colleagues to share ideas. | Rarely interacts with colleagues to share ideas. |

Respectful Relationships

| Exemplary | Proficient | Needs Improvement | Unsatisfactory |
|--|---|---|--|
| Consistently fosters a positive, mutually respectful school environment and regularly demonstrates fairness to others. | Usually fosters a positive, mutually respectful school environment and demonstrates fairness to others. | Inconsistently fosters a positive, mutually respectful school environment or demonstrates a lack of fairness toward others. | Does not promote a positive, mutually respectful school environment or demonstrate fairness toward others. |

Evaluator Signature

- no signature -

Educator Response

Educator may indicate response to content of this form.

Educator Signature

Signature of the educator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

- no signature -