

McLean County Unit District No. 5
Certified Counselor Evaluation Form

Faculty Member _____

Homebase _____

Post Conference Date _____

Evaluator's Name _____

Domain 1: Planning and Preparation

The counselor sets goals, plans resources to be used, and assesses student progress based upon knowledge of the individual student . Planning and assessment focus upon implementation of the district guidelines through meaningful experiences utilizing available resources.

Knowledge/Goals

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays appropriate knowledge of content and counseling methodology. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Displays knowledge of typical student development, progress, and exceptional patterns. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develops short and long-range goals that are based on knowledge of the district curriculum, learner diversity and counseling theory. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sets and assesses program goals in terms of desired student outcomes. |

Planning/Assessment

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes action plans that are clear and meaningful |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes action plans that take into account the varied needs of all students. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assists with development of materials and instructional strategies to meet student needs. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages student self-evaluation and suggests means of self-improvement. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and assesses individual student progress frequently. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides timely feedback to students. |

Resources

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of resources to enhance the counseling curriculum. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses materials and techniques appropriate for the varied abilities, learning styles, and background of students. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Integrates technology as appropriate. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Modifies materials to meet student needs. |

Domain 1: Planning and Preparation – Cumulative Rating - (Base rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN ONE

PLANNING AND PREPARATION	Excellent	Satisfactory	Unsatisfactory
Knowledge of The Discipline	Counselor displays extensive knowledge of the discipline including content, methodology, and the characteristics of the student and remains current in that knowledge.	Counselor displays basic knowledge of the discipline including content, methodology, and the characteristics of the student and makes efforts to remain current in that knowledge.	Counselor displays limited knowledge of the discipline including content, methodology and the characteristics of the student and makes errors that negatively impact student progress.
Counseling Goals	Counselor develops clear goals that are aligned with the developmental program. Counselor consistently assesses accomplishment of goals making adjustments based on student needs.	Counselor generally develops goals that are consistent with the developmental program. Counselor selectively assesses accomplishment of goals and makes adjustments based on student needs.	Counselor fails to develop goals or develops goals that are unclear or unrelated to the developmental program. Counselor does not or rarely assesses accomplishment of goals in order to make adjustments based on student needs.
Planning	Counselor plans for activities that are highly relevant to the student and the counseling goal.	Counselor generally plans for activities that are relevant to the student and the counseling goal.	Counselor plans activities that are frequently not relevant to the student or the counseling goal.
Assessment of Student Learning	Counselor assesses student progress on an ongoing basis through a variety of strategies that include self-assessment. Counselor consistently uses feedback from assessment to adjust counseling plans for individuals and groups of students.	Counselor selectively assesses student progress on a routine basis. Feedback is usually provided in a timely fashion. Counselor uses feedback from assessment to adjust counseling plans for individuals and groups.	Counselor makes limited attempts or ineffectively assesses student progress. Feedback is not provided in a timely manner. Assessment results have minimal effect on counseling plans.
Resources	Counselor is fully aware of district and community resources and actively seeks out and adapts materials to help students and families.	Counselor is aware of district resources and adapts material to support students and families.	Counselor is unaware or has limited knowledge of district resources. Counselor fails to adapt materials to support some students and families.

Domain 2: Counseling Skills

The counselor demonstrates an understanding of skills by the use of a variety of counseling strategies, questioning techniques, and resources to promote and encourage student development of life skills, critical thinking, and problem solving. Activities are purposefully planned to accommodate student needs and differences.

Implementation/Performance

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a variety of strategies to meet the need of the individual. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Relates counseling techniques to student background experiences. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates the ability to initiate varied counseling strategies to facilitate attitudinal and behavioral change. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Offers opportunities for reflection designed to facilitate student decision-making. |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assigns meaningful and appropriate opportunities for student assessment. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Makes appropriate referrals to match student needs. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adjusts pace of decision-making to student readiness. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides appropriate accommodations for students as needed. |

Questioning/Discussion

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses a variety of listening techniques to promote student self-reflection. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages student communication and expressions of openness. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates skill of engaging students in discussion. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides adequate time for thought, reflection, and response. |

Domain 2: Instructional Delivery – Cumulative Rating - (Based on rating on marks indicated above) Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN TWO

COUNSELING SKILLS	Excellent	Satisfactory	Unsatisfactory
IMPLEMENTATION/ PERFORMANCE			
Concept Development	The counselor uses a variety of strategies and attends to the needs of a diverse student population.	The counselor indicates an understanding of concepts, relationships, and skills through the use of a variety of strategies or attention to the needs of diverse learners.	Student diversity is not considered.
Counseling Activities	Students are appropriately engaged in activities and explorations that lead to new learning. Students initiate, adapt, and create their own solutions to enhance and extend problem solving.	Students are appropriately engaged in activities and explorations that are suited to their needs and abilities.	Students are not appropriately engaged. Activities or explorations are inappropriate for students in terms of age, background or readiness.
Accommodations	Solutions are carefully matched to student needs and abilities.	Solutions are adjusted for the needs and abilities of some students.	Solutions are mismatched for the needs or abilities.
QUESTIONING/ DISCUSSION			
Uses Effective Questioning Techniques	Counselor uses a wide variety of thought-provoking questioning techniques resulting in higher level thinking.	Counselor uses adequate questioning techniques that stimulate discussion from students.	Counselor shows limited understanding of questioning techniques or use of inappropriate questioning techniques.
Encourages Student Discussion and Expression	Counselor leads students to assume responsibility for the outcome of the decision making process.	Counselor engages students in discussions with students making some contributions.	Counselor dominates or fails to direct discussions, limiting students contributions and/or expression of opinion.
Use of Time	Time and pacing are used judiciously encouraging reflection and closure. Pacing is matched to student's needs and abilities.	Time and pacing are adequate and appropriate for most students.	Time is used inappropriately, or pacing is inconsistent with students needs.

Domain 3: Counseling Environment

The counselor uses an understanding of individual and group motivation and behavior to create an environment that encourages social interaction, active engagement in communication, and self-reflection. The counselor's responsibilities are managed efficiently and effectively. There is a positive, supportive counseling atmosphere and time is used productively.

Behavior Management / Support

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Encourages students to demonstrate appropriate behavior. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communicates age appropriate behavioral expectations. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Monitors and effectively addresses student behavior in a professional manner. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Develops strategies for those students who demonstrate on-going behavioral difficulties. |

Office Climate

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Fosters a safe, supportive, confidential environment. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishes rapport, respects students and recognizes individual differences. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Promotes high expectations for learning and achievement. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a welcoming environment for students, staff, and community. |

Productive Use of Time and Resources

- | | <u>E</u> | <u>S</u> | <u>U</u> | <u>NA</u> | |
|----|--------------------------|--------------------------|--------------------------|--------------------------|---|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manages counseling responsibilities and duties efficiently. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Prioritizes tasks effectively. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manages transitions effectively. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maintains confidential and effective use of counseling environment. |

Domain 3: Counseling Environment – Cumulative Rating - (Based on rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weaknesses or Suggestions for Improvement

DOMAIN THREE

COUNSELING ENVIRONMENT	Excellent	Satisfactory	Unsatisfactory
Behavior Management Support	Counselor establishes, communicates and maintains well-defined, age-appropriate student behavioral expectations. Response to misbehavior is proactive, consistent, calm, and effective. Understanding and sensitivity to individual needs are evident in the counselor's utilization of specific strategies and resources to address ongoing behavioral difficulties.	Counselor establishes expectations for most situations. Response to misbehavior is appropriate and generally effective. Strategies and resources are utilized in dealing with ongoing behavioral difficulties.	Lack of behavioral expectations results in a negative counseling environment. Response to misbehavior is generally inconsistent, inappropriate, and ineffective. The counselor does not utilize strategies in dealing with ongoing behavioral difficulties.
Office Climate	Office climate is safe and supportive and promotes high levels of student engagement, productivity and self-management. Counselor-student interactions are consistently appropriate to cultural and developmental norms and are marked by equitable attention and opportunities for involvement. An atmosphere of mutual caring and respect is evident.	Office climate is comfortable and encourages open communication and participation from most students. Counselor-student interactions are usually positive and appropriate. Students are generally engaged in meaningful activities and are held accountable for and assisted in meeting counseling expectations.	Office climate is not safe and supportive. Counselor does not encourage student engagement, achievement and respect. Counselor fails to establish rapport, and counselor-student interactions are often negative or inappropriate.
Productive Use of Time and Resources	Counselor has established efficient routines. Students are instructed in and given responsibility for managing tasks efficiently. Arrangement of office facilitates a safe, supportive environment and provides access to resources. Transitions are handled so that time is maximized.	Management of routines results in minimal loss of counseling time, although time on tasks is generally adequate. Office arrangement is appropriate for most counseling activities, and access to resources is generally equitable.	Poor management of routines and time on task results in considerable loss of counseling time. Arrangement of office does not facilitate a safe, supportive environment nor provides access to resources. Students are not productively engaged in counseling activities.

Domain 4: Professional Expectations

The counselor understands the role of communication in education, as well as developing and maintaining collaborative relationships with colleagues, parents/guardians and the community to support student progress. The counselor is expected to maintain standards of professional conduct, grow professionally, and meet policy requirements.

Relationship To Staff, Students, and Parents/Communication

E S U NA

- 1. Works cooperatively with other school staff.
- 2. Displays a professional attitude and demeanor in working with staff, students and parents.
- 3. Enhances home-school relationships; gains the respect and cooperation of students and parents.
- 4. Contacts parents via oral and written communications regarding academic progress, attendance, and behavior.

Professional Growth and Responsibilities

E S U NA

- 1. Participates in professional growth/staff development opportunities.
- 2. Seeks professional expertise of administrators, mentors, and other colleagues to improve performance.
- 3. Participates and provides leadership in school activities and district projects.
- 4. Adheres to school and district policies.
- 5. Completes reports and records in a consistently accurate and timely fashion.
- 6. Demonstrates professional judgment relating to discipline, confidentiality, and use of language.

Domain 4: Professional Expectations – Cumulative Rating - (Base rating on marks indicated above)

Excellent Satisfactory Unsatisfactory

(Record comments below to clarify items marked above)

Strengths

Weakness or Suggestions for Improvement

Evaluator

Date

Certified Staff Member

Date

DOMAIN FOUR

PROFESSIONAL EXPECTATIONS	Excellent	Satisfactory	Unsatisfactory
Relationship to Staff, Students and Parents	Support and collaboration characterize relationships with others. Counselor takes initiative and assumes leadership.	Counselor maintains cordial and cooperative relationship with others to fulfill the duties that the school or district requires.	Counselor's relationship with others is negative or self-serving thus failing to fulfill the duties the school or district requires.
Communication/ Public Relations	Counselor provides frequent and appropriate information about career/counseling programs and student progress. Counselor responds proactively and sensitively to student or parent concerns.	Counselor provides information about career/counseling programs and students progress on a regular basis and provides needed response to student or parent concerns.	Counselor provides minimal information regarding career/counseling programs and student progress. Counselor does not respond or responds insensitively or inappropriately to student or parent concerns.
Professional Growth	Counselor seeks opportunity for professional development thus enhancing instruction or skills.	Counselor participates in professional activities to enhance instruction or skills.	Counselor engages in very limited or no professional activities to enhance instruction or skills.
Professional Responsibilities	Counselor demonstrates the highest professional judgment and follows school and district policies.	Counselor adheres to appropriate professional standards and follows school and district policies.	Counselor acts unprofessionally or does not follow school and district policies resulting in some students being ill served by the school.