

SAGINAW PUBLIC SCHOOLS SCHOOL COUNSELOR FRAMEWORK EVALUATION RUBRIC

(To be completed by the Administrator)

Counselor School Area/ Grade

Observation Date(s) Duration of observation(s) Administrator/Evaluator

This evaluation is based on performance in the following areas from the Components of Professional Practice (condensed from Enhancing Professional Practice—A Framework for Teaching by Charlotte Danielson, 2007):

DOMAINS

- Domain 1: Planning and Preparation (20%)
- Domain 2: Environment (15%)
- Domain 3: Delivery of Service (15%)
- Domain 4: Professional Responsibilities (10%)
- Domain 5: Monitoring, Student Growth and Achievement (40%)

Levels of Performance

Each component in a domain, as represented in the rubric, has four levels of performance: ineffective, minimally effective, effective and highly effective. The levels range from counselors who are still striving to master the rudiments of guidance and counseling (ineffective) to highly accomplished professionals who are able to share their expertise (highly effective). The rubrics are designed to give counselors an end-of-year assessment of where they stand in all performance areas—and detailed guidance on how to improve. They are not checklists for observations. To knowledgeably fill out the rubrics, principals need to have done frequent monitoring/observing throughout the year; it is irresponsible to fill out the rubrics based on two or less observations. Regular, unannounced mini-observations followed by face-to-face conversations are the best way for principals to have an accurate sense of counselors' performance, give formative praise and suggestions and listen to counselor feedback. Each performance level will have a point value from zero (0) to four (4).

Ineffective (Point value -0)

The counselor does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the counselor to grow and develop in this area. Any individual receiving an Ineffective rating must be placed on a continual Individual Development Plan (IDP) for the following year. By State statute, these final ratings must be submitted to the State for each certified employee.

Minimally Effective (Point value - 1)

The counselor appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, observing other counselors, and experience (particularly supported by a mentor) will enable the counselor to become proficient in this area. Any individual receiving a Minimally Ineffective rating must be placed on a continual Individual Development Plan (IDP) for the following year. By State statute, these final ratings must be submitted to the State for each certified employee.

Effective (Point value - 3)

The counselor clearly understands the concepts underlying the component and implements it well. Most experienced, capable counselors will regard themselves and be regarded by others as performing at this level. The Effective level describes solid, expected professional, performance; counselors should feel good about scoring at this level.

Highly Effective (Point value - 4)

Counselors at this level are master counselors and make a contribution to the field, both in and outside their school. Their counseling programs operate at a qualitatively different level, consisting of a community of learners including students and staff in programming, with students assuming considerable input in personal, social, academic and career planning. The Highly Effective level is reserved for truly outstanding counseling that meets very demanding criteria; there will be relatively few ratings at this level.

When scoring, take each of the five domains, read across the four levels (Ineffective, Minimally Effective, Effective and Highly Effective), find the level that best describes the teacher's performance and circle or highlight that cell. This creates a clear graphic display of overall performance, areas for commendation, and areas that need work. Then give an overall score for that domain at the bottom of the page (averaging the scores on the page) and make brief comments in the space provided. When all pages have been scored, the ratings will be recorded on a summary sheet.

Evaluation conferences are greatly enhanced if the principal and counselor fill out the rubrics in advance, then meet and compare scores one page at a time. The principal has the final say, but the discussion should aim for consensus based on actual evidence of the more accurate score for each criterion. Principals can't possibly know everything about a counselor's activities, collegial interactions, parent outreach, and professional growth. Similarly, counselors should be open to feedback from someone with an outside perspective who has observed their performance in all phases.

The kindest thing an administrator can do for an underperforming counselor is give candid, evidence-based feedback, listen to the counselor's concerns and provide robust follow-up support. If the entire staff is scored honestly using these rubrics, it's possible to create a color-coded report that can serve as a powerful (confidential) roadmap for school-wide professional development.

Using the rubric, the evaluator may highlight or circle relevant part(s) of the component statements. Data and evidence should be recorded either in the Data/ Evidence Column or the Summary Comments when statements are highlighted or circled.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a: Demonstrating knowledge of counseling theory and techniques.	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques	Counselor's demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development.	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent behavior.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served.	Counselor has no clear goals for the counseling program or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling programs are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program.	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program.	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, - reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or-classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE (continued)

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in-a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students; and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 5 FOR SCHOOL COUNSELORS: Monitoring, Student Growth and Achievement

L E V E L O F P E R F O R M A N C E					
COMPONENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	Observed Data or Other Evidence
5a: Assessments and Analysis	Counselor fails to analyze data and follow-up with students.	At a minimum, counselor looks over students' data to see if there is anything that needs to be re-taught and notes some general patterns for future reference.	Counselor frequently uses formative and summative data from assessments to guide student support. Student service professional works with teachers to analyze data from assessment, draws conclusions and shares them appropriately.	On a continuous basis, counselor uses formative and summative data from assessments to guide student support and determine student's progress. Student service professional works with teachers to analyze and graph assessment data, draw conclusions and share them with others.	
5b: Support Student Growth and Achievement	Counselor shows no indication of student growth by using any measurement approved by the district data dashboard	Counselor shows minimal indication of student growth by using one measurement approved by the district data dashboard	Counselor shows indication of student growth by using two to three measurements approved by the district data dashboard	Counselor shows indication of student growth by using more than three measurements approved by the district data dashboard	

SUMMARY

Domain	Overall Rating Score	Overall Average Score	Comments/Recommendations
1: Planning and Preparation (6 components) (0-20 pts available) (20% of overall evaluation)	___ out of 20		
2: Environment (5 components) (1-20 pts available) (15% of overall evaluation)	___ out of 20		
3: Delivery of Service (5 components) (0-20 pts available) (15% of overall evaluation)	___ out of 20		
4: Professional Responsibilities (6 components) (0-20 pts available) (10% of overall evaluation)	___ out of 20		
5: Monitoring, Student Growth and Achievement (2 components) (0-20 pts available) (40% of overall evaluation)	___ out of 20		
TOTAL SCORING	___ out of 100		

Progress toward meeting IDP/ professional growth goals:

Overall Performance: Ineffective (0-29) Minimally Ineffective (30-59) Effective (60-79) Highly Effective (80-100)

Recommended for Continued Employment: Yes No

Administrator's Signature: _____ Date: _____

I have reviewed this assessment with the evaluator and have received a signed copy. My signature does not indicate agreement or disagreement, but awareness thereof. I understand that I am entitled to write a rebuttal to this assessment if I wish, and said rebuttal shall be attached and become part of this evaluation.

Counselor's Signature: _____ Date: _____