

**FORMAL SUMMATIVE SCHOOL COUNSELOR EVALUATION FORM 3**

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Observation Dates (List):** \_\_\_\_\_

<b>Domain 1 – Planning and Preparation</b>				
<b>1a Demonstrating Knowledge of Content and Pedagogy</b>				
<ul style="list-style-type: none"> <li>• Knowledge of Content and Ethical Issues</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor makes content error and/or ethical issues errors.	Counselor displays basic content and ethical issues knowledge but cannot articulate connections with other parts of the discipline(s).	Counselor displays solid content knowledge and ethical issues knowledge and makes connections between the content and other parts of the discipline(s).	Counselor displays extensive content and ethical issues knowledge, with evidence of continuing pursuit of such knowledge.
<ul style="list-style-type: none"> <li>• Knowledge of Prerequisite Relationships</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor displays little understanding of prerequisite knowledge important for the counseling process.	Counselor indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Counselor’s plans and practices reflect understanding of prerequisite relationship among counseling topics and concepts.	Counselor actively builds on knowledge of prerequisite relationships when describing counseling process or seeking causes for misunderstanding.
<b>1b Demonstrating Knowledge of Students’ Developmental Stages and Needs</b>				
<ul style="list-style-type: none"> <li>• Knowledge of Content Related Pedagogy</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor displays little understanding of pedagogical issues involved in the counseling process and counseling ethics.	Counselor displays basic pedagogical knowledge but does not anticipate counseling misconceptions relating to counseling process and counseling ethics.	Counseling practices reflect current research on best pedagogical practices but without anticipation counseling misconceptions relating to counseling process and counseling ethics.	Counselor displays continuing search for best practice and anticipates appropriate counseling process and counseling ethics.

<ul style="list-style-type: none"> <li>• Knowledge of Students' Developmental Stages</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor displays little knowledge of developmental stages of students.	<input type="checkbox"/> <b>Basic</b> Counselor displays some knowledge of developmental stages of students.	<input type="checkbox"/> <b>Proficient</b> Counselor displays accurate knowledge of typical developmental characteristics of students as well as exceptions to that development and can apply these tenets in most cases.	<input type="checkbox"/> <b>Distinguished</b> Counselor displays thorough knowledge of typical developmental characteristics of students and exceptions to those developments. Counselor additionally displays through knowledge of internal and external influences that may inhibit or enhance that development.
<ul style="list-style-type: none"> <li>• Knowledge of Students' Needs</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor displays little knowledge of students' needs.	<input type="checkbox"/> <b>Basic</b> Counselor displays some knowledge of students' needs.	<input type="checkbox"/> <b>Proficient</b> Counselor displays accurate knowledge of students' needs and presents the resources for students to address those needs.	<input type="checkbox"/> <b>Distinguished</b> Counselor displays accurate knowledge of students' needs, and accesses the resources to work with students to fulfill those needs.
<b>1c Implements and Assesses Guidance and Counseling Program</b>				
<ul style="list-style-type: none"> <li>• Implements Guidance and Counseling Program</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor implements few or no components of a comprehensive guidance and counseling program.	<input type="checkbox"/> <b>Basic</b> Counselor minimally implements components of a comprehensive guidance and counseling program.	<input type="checkbox"/> <b>Proficient</b> Counselor adequately implements components of a comprehensive guidance and counseling program.	<input type="checkbox"/> <b>Distinguished</b> Counselor thoroughly implements components of a comprehensive guidance and counseling program.
<ul style="list-style-type: none"> <li>• Assesses Guidance and Counseling Program</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor does little or no assessment of the program.	<input type="checkbox"/> <b>Basic</b> Counselor makes minor adjustments to program after minimal assessment.	<input type="checkbox"/> <b>Proficient</b> Counselor makes adjustments to program after adequate assessment.	<input type="checkbox"/> <b>Distinguished</b> Counselor makes meaningful adjustments to program after thorough assessment.

**COMMENTS:**

<b>Domain 2 – Counseling Environment</b>				
<b>2a Creating a Climate of Respect, Rapport, and Confidentiality</b>				
<ul style="list-style-type: none"> <li>• Counselor’s Interactions with Students</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the student.	<input type="checkbox"/> <b>Basic</b> Counselor-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students’ culture.	<input type="checkbox"/> <b>Proficient</b> Counselor-student interactions are generally friendly and demonstrate warmth, caring and respect. Such interactions are appropriate to developmental and cultural norms.	<input type="checkbox"/> <b>Distinguished</b> Counselor demonstrates genuine caring and respect for individual students.
<ul style="list-style-type: none"> <li>• Student Interaction</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor seldom advocates for student respect and interaction.	<input type="checkbox"/> <b>Basic</b> Counselor sometimes advocates for student respect and interaction.	<input type="checkbox"/> <b>Proficient</b> Counselor frequently advocates for student respect and interaction.	<input type="checkbox"/> <b>Distinguished</b> Counselor consistently advocates for student respect and interaction.
<ul style="list-style-type: none"> <li>• Confidentiality</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor is not alert to issues of confidentiality.	<input type="checkbox"/> <b>Basic</b> Counselor’s efforts to maintain confidentiality are inconsistent.	<input type="checkbox"/> <b>Proficient</b> Counselor is moderately consistent in maintaining confidentiality.	<input type="checkbox"/> <b>Distinguished</b> Counselor is highly proactive in maintaining confidentiality.
<b>2b Promotes Culture for Learning</b>				
<ul style="list-style-type: none"> <li>• Importance of the Content</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Counselor conveys a negative attitude toward the content.	<input type="checkbox"/> <b>Basic</b> Counselor minimally communicates importance of the content.	<input type="checkbox"/> <b>Proficient</b> Counselor adequately conveys genuine enthusiasm for the content.	<input type="checkbox"/> <b>Distinguished</b> Counselor consistently conveys enthusiasm for the content.
<ul style="list-style-type: none"> <li>• Expectation for Learning and Achievement</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b> Instructional goals and activities, interactions and the counseling environment convey little or no expectations for student achievement.	<input type="checkbox"/> <b>Basic</b> Instructional goals and activities, interactions and the counseling environment convey minimal expectations for student achievement.	<input type="checkbox"/> <b>Proficient</b> Instructional goals and activities, interactions and the counseling environment convey high expectations for student achievement.	<input type="checkbox"/> <b>Distinguished</b> Counselor establishes and maintains high expectations for learning of all students.

<b>2c Manages Guidance and Counseling Services</b>				
• Counseling	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor demonstrates little or no rapport with students to work together individually or in small groups, on student issues and needs.	Counselor demonstrates minimal rapport with students to work together individually or in small groups on student issues and needs.	Counselor demonstrates adequate rapport with students to work together individually or in small groups on student issues and needs.	Counselor demonstrates exceptional rapport with students to work together individually or in small groups on student issues and needs.
• Collaboration	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor is a rudimentary resource for all students as the liaison between parents, staff, and community members.	Counselor is a satisfactory resource for all students as the liaison between parents, staff, and community members.	Counselor is an effective resource for all students as the liaison between parents, staff, and community members.	Counselor is an integral resource for all students as the liaison between parents, staff, and community members.
• Consultation	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor rarely demonstrates skills in providing interventions for students, parents, staff, and community members in meeting the needs of students.	Counselor occasionally demonstrates skills in providing interventions for students, parents, staff, and community members in meeting the needs of students.	Counselor frequently demonstrates skills in providing interventions for students, parents, staff, and community members in meeting the needs of students. This includes the provision of informational skills and strategies to assist students, parents, staff, and community members in meeting the needs of students.	Counselor consistently demonstrates skills in providing interventions for students, parents, staff, and community members in meeting the needs of students. This includes the provision of informational skills and strategies to assist students, parents, staff, and community members in meeting the needs of students.
• Classroom	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor lacks expertise in facilitation of classroom instruction.	Counselor facilitates adequate classroom experience for learning.	Counselor facilitates effective classroom instruction for all students.	Counselor facilitates exceptional classroom experiences for all students.

COMMENTS:

<b>Domain 3 – Counselor Interactions</b>				
<b>3a Demonstrates Clarity of Communication</b>				
• Classroom Delivery	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor’s classroom delivery is confusing.	Counselor’s classroom delivery is clarified after initial confusion or is excessively detailed.	Counselor’s classroom delivery is clear and contains an appropriate level of detail.	Counselor’s classroom delivery is clear and anticipates possible misunderstanding.
• Spoken and Written Language	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor’s spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly.	Counselor’s spoken language inaudible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate.	Counselor’s spoken and written language is clear and correct. Vocabulary is appropriate.	Counselor’s spoken and written language is correct and expressive with well-chosen vocabulary that enriches communication
<b>3b Effectively Utilizes School and Community Resources</b>				
• Knowledge of Community Agencies	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor has little knowledge of community agencies.	Counselor has some knowledge of community agencies.	Counselor has adequate knowledge of community agencies.	Counselor has extensive knowledge of community agencies
• Incorporates Resources	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does not incorporate school and community resources.	Counselor makes some use of school and community resources.	Counselor adequately utilizes school and community resources.	Counselor effectively incorporates school and community resources whenever appropriate.
• Facilitates Interactions	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does not facilitate appropriate interactions.	Counselor does facilitate some appropriate interactions.	Counselor adequately facilitates appropriate interactions in school and with community agencies.	Counselor effectively facilitates appropriate interactions in school and with community agencies.

<b>3c Facilitates Developmental Guidance Program</b>				
<ul style="list-style-type: none"> <li>Identify the Knowledge and Skills that all Students need to Acquire as a Result of a Comprehensive Developmental Guidance Program</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor infrequently delivers guidance to all students in a systematic approach.	Counselor sometimes delivers guidance to all students in a systematic approach.	Counselor frequently delivers guidance to all students in a systematic approach.	Counselor consistently delivers guidance to all students in a systematic approach.
<b>3d Consults and Follows Up with Students, Parents, Staff, and Community</b>				
<ul style="list-style-type: none"> <li>Quality Interactions: accurate, substantive, constructive and specific</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Feedback is either not provided or is uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present other are not.	Feedback of moderate quality.	Feedback is consistently accurate, constructive, and specific.
<ul style="list-style-type: none"> <li>Timeliness</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback usually consistent and provided in a timely manner.	Feedback is consistently provided in a timely manner.
<b>3e Demonstrates Flexibility and Responsiveness</b>				
<ul style="list-style-type: none"> <li>Response to Student/Staff</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor ignores or brushes aside students/staff questions or concerns.	Counselor attempts to accommodate students/staff questions of concerns.	Counselor frequently accommodates students/staff questions or concerns.	Counselor successfully accommodates students/staff questions or concerns.
<ul style="list-style-type: none"> <li>Program Flexibility</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor adheres rigidly to program even when a change will clearly improve the intervention.	Counselor rarely attempts to adjust the program.	Counselor occasionally attempts to adjust the program.	Counselor frequently makes adjustments to the program to meet the needs of the school community.

COMMENTS:

<b>Domain 4 – Professional Responsibilities</b>				
<b>4a Maintains Counselor Record Keeping</b>				
• Counselor Record Keeping	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor has no system for maintaining information and/or record keeping.	Counselor’s system for maintaining information is partially effective.	Counselor’s system for maintaining information is complete.	Counselor’s system for maintaining information is complete and fully effective.
<b>4b Provides Communication to Families</b>				
• Counseling Program	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does little communication to promote the counseling program with families.	Counselor sometimes promotes the counseling program with families.	Counselor frequently promotes the counseling program with families.	Counselor consistently promotes the counseling program with families.
• Parent Awareness	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does not keep parents informed of necessary student concerns.	Counselor sometimes keeps parents informed of necessary student concerns.	Counselor frequently keeps parents informed of necessary student concerns.	Counselor consistently keeps parents informed of necessary student concerns.
<b>4c Contributes to a Positive School and District Environment</b>				
• Demonstrates Skills in Working with Others to Meet Students’ Needs	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor infrequently demonstrates needed skills in working as a team member with educators in the building, with the district and with the community to meet the needs of the students.	Counselor sometimes demonstrates needed skills in working as a team member with educators in the building within the district and with the community to meet the needs of the students.	Counselor frequently demonstrates needed skills in working as a team member with educators in the building, within the district and with the community to meet the needs of the students.	Counselor consistently demonstrates needed skills in working as a team member with educators in the building, within the district and with the community to meet the needs of the students.

<b>4d Seeks to Grow and Develop Professionally</b>				
<ul style="list-style-type: none"> <li>• Enhancement of Content Knowledge and Pedagogical Skill</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does not engage in professional development activities to enhance knowledge, skill, or application.	Counselor participates in limited professional development activities to enhance knowledge, skill, or application.	Counselor seeks out opportunities for professional development to enhance knowledge, skill, or application.	Counselor seeks out opportunities for professional development to enhance knowledge, skills, and application and makes a systematic attempt to implement in the program.
<ul style="list-style-type: none"> <li>• Service to the Profession</li> </ul>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Basic</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Distinguished</b>
	Counselor does not make an effort to contribute to the professions.	Counselor sometimes contributes to the profession.	Counselor adequately contributes to the profession.	Counselor consistently contributes to the profession.

**COMMENTS:**

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**ADDITIONAL COMMENTS:**

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**ANNUAL GOAL ASSESSMENT:**



**EVALUATOR COMMENTS:**

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**Parental Input Used:** Yes  No

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**STRATEGIES**

Strategies to address Deficiencies (unsatisfactory rating must include written documentation):

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**Overall Educator Rating:** Unsatisfactory  Basic  Proficient  Distinguished   
(Combines Measurable Student Achievement and Danielson Components)

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**Professional Learning Plan** (*must be attached*): Yes  No

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**Evaluator's Recommendation:**

Continued Employment \_\_\_\_\_

Placed on Improvement Plan \_\_\_\_\_

Recommendation of Probation \_\_\_\_\_

Recommendation for Non-renewal/Non-employment \_\_\_\_\_

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**EMPLOYEE COMMENTS** (optional):

I understand that I will receive one copy of this report; one copy will be filed in the principal's office; and one copy will be filed in the District Administrative Office. Signing this report does not imply agreement, but does indicate that the information has been discussed.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Employee

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Evaluator

**ADOPTED:** October 6, 2014  
Reviewed: May 15, 2018

Revised: January 23, 2017

Revised: December 8, 2017