

Advocates for rigorous academic preparation of all students to close the achievement gap among demographic groups (BoR II.A.2; CACREP 2, 3)

	Rating
1. Examines schedules/class placement to ascertain course appropriateness	
2. Advocates with administration for appropriate placement	
3. Designs programs to close gap; i.e.: tutoring, study skills, etc.	
Comments:	

Coordinates a school-to-career transition plan for each student (BoR II.A.3; CACREP 4)

	Rating
1. Maintains career portfolio for each student (duplicate for student/parents/guardians)	
2. Presents information on best practices for career awareness and planning to faculty, students, parents/guardians	
3. Meets with student/parents/guardians to plan career path (with recognition that the path leads to plausible choices not a specific career)	
4. Effectively manages transition processes	
a. school entrance/exit (beginning, middle school, high school)	
b. school to career	
c. family life cycle (birth, death, divorce, etc.)	
Comments:	

Provides leadership in the development, implementation, evaluation, and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students (BoR II.A.4; CACREP-8)

Please evaluate the counseling candidate on the development and implementation of her/his School Improvement Plan based on the following:

Leadership:		Rating
1. Utilizes leadership skills to develop and/or facilitate Counseling Program Advisory Committee (CPAC) meetings		
2. Collaborates with the CPAC to conduct a counseling program needs assessment (related to academic, social/emotional, & career development)		

3. Invites all school personnel to serve on committees that design improvement plans that address the needs generated in the needs assessment	
4. Monitors and evaluates progress towards counseling program goals and institutes best practices	
Management:	
1. Manages counseling program and advisory committee	
2. Manages by needs assessment and use of state objectives	
3. Evaluated counseling program components and institutes best practices	
Organization:	
1. Assesses overall school needs	
2. Is able to request assistance from community stakeholders in meeting school needs	
3. Suggests and is able to present a variety of program offering	
4. Schedules appropriate services when needed	
Information acquisition – is capable of researching and locating supplemental material	
Information dissemination:	
1. Displays counseling program information in appropriate and attractive manner	
2. Communicates information effectively with variety of audiences (students, parents, staff)	
Program evaluation (CACREP-8):	
1. Assesses students by standards	
2. Seeks student assessment of services	
3. Seeks faculty/parent/guardian assessment of services	
4. Effectively implements feedback to improve school counseling program	
Comments:	

Uses student outcome data to facilitate student academic success (BoR II.A.5)

	Rating
1. Analyzes test data to discover student academic weak areas	
2. Designs study skills and tutoring programs to address needs	
3. Collaborates with teachers to discover and coordinate resources	
Comments:	

Assesses student needs and make appropriate referrals to school and/or community resources (BoR II.A.8; CACREP 7)

	Rating
1. Assesses student academic needs	
2. Assesses student social/emotional needs	
3. Assesses student career needs	
4. Provides or refers students to appropriate resources	
5. Assists students with special needs, including gifted/talented	
Comments:	

Provides individual and group counseling, and classroom guidance that promotes academic success, social/emotional development, and career preparedness for all students (BoR II.A.6)

	Rating
Counseling candidate monitors and evaluates progress towards counseling goals through	
1. Academic Success - Individual Counseling (CACREP 3, 5)	
2. Academic Success – Group Counseling (CACREP 3, 5, 6)	
3. Academic Success – Classroom Guidance (CACREP 3, 5, 6)	
4. Social/Emotional Development - Individual Counseling (CACREP 3, 5)	
5. Social/Emotional Development - Group Counseling (CACREP 3, 5, 6)	
6. Social/Emotional Development - Classroom Guidance (CACREP 3, 5, 6)	
7. Career Preparedness - Individual Counseling (CACREP 3, 4, 5)	
8. Career Preparedness - Group Counseling (CACREP 3, 4, 5, 6)	
9. Career Preparedness - Classroom Guidance (CACREP 3, 4, 5, 6)	
Comments:	

Collaborates with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs (BoR II.A.7)

	Rating
1. Plans and delivers staff training related to student needs	
2. Plans and delivers parent training related to student needs	
3. Collaborates with community agencies to address student needs	

Comments:

Consults with other school and community personnel

Rating

1. School staff (CACREP-4 (a, c, d))	
2. Families (CACREP-2 (b, c))	
3. Stakeholders	
Comments:	

Displays professional identity and dispositions of a school counselor.

Rating

Counseling candidate has exhibited personal growth over time in the following areas:

1. Communicates acceptance, understanding, genuineness in relationships	
2. Displays professionalism in all interpersonal interactions	
3. Utilizes appropriate counseling theory and techniques for school setting	
4. Displays organization and preparedness in conducting counseling activities	
5. Presents unpleasant information appropriately	
6. Distinguishes between long-term and short-term goals	
7. Supervision:	
a. Demonstrates receptivity to the supervision process	
b. Appropriately receives critiquing of skills/dispositions	
c. Implements feedback from supervisor in a timely manner	
8. Staff and professional development (list meetings/date attended below)	
Comments:	

Additional comments:

Site Supervisor's Signature

Date

Counseling Candidate's Signature

Date

Updated: 05.08.08

0 = not observed 1 = poor 2 = fair 3 = good 4 = very good 5 = excellent