

# COUNSELOR FINAL APPRAISAL

Formal Observation Date

Ratings:

Ineffective – Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Minimally Effective– Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Effective – Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Highly Effective – Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

## DOMAIN 1: PLANNING AND PREPARATION

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>1a: Demonstrates positive interpersonal relationships with students</i>	Counselor's interactions with students are often negative and inappropriate, and the counselor does not promote positive interactions among students.	Counselor-student interactions are generally appropriate, but can reflect a lack of interest or understanding. The Counselor's efforts at encouraging positive interaction among students are sometimes successful.	Counselor's interactions with students are positive, caring and respectful, and the counselor actively promotes positive student interactions. Counselor interactions are appropriate to student development.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor demonstrates genuine caring and respect for individual students through their interactions and behaviors.
<i>1b: Demonstrates positive interpersonal relationships with education staff</i>	Counselor's relationships with colleagues generally do not promote collaboration and/or mutual support.	Counselor attempts to collaborate with colleagues.	Relationships with colleagues are characterized by mutual support and collaboration.	Counselor takes initiative in assuming leadership and/or collaboration among the faculty as counselor's relationships with colleagues are characterized by mutual support and collaboration.
<i>1c: Demonstrates positive relationships with parents/guardians</i>	Counselor's interactions with parents/guardians are often negative and inappropriate, and the counselor does not promote positive interactions with families.	Counselor's interactions with parents/guardians are generally appropriate but counselor often demonstrates a lack of engagement or response.	Counselor's interactions with parents/guardians are positive, caring, and respectful. Response to family concerns are handled with professionalism and sensitivity.	Parents/guardians seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor demonstrates genuine caring and respect for the parents/guardians. Counselor proactively reaches out to parents/guardians.

<i>1d: Plans and Implements interventions and programs based on student and school needs</i>	Counselor has no clear plan for counseling programs. Interactions are inappropriate to either the situation or the age of the students.	Counselor's goals for counseling programs are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's plans and implementation of counseling programs and/or interventions are clear and appropriate to the situation in the school and to the age of the students.	Counselor initiates appropriate programs and/or interventions to contribute to the students and school's needs and have been developed following consultation, professional judgment and/or use of data.
<i>1e: Managing routines and procedures</i>	Counselor's routines for the counseling center or classroom work are often nonexistent or in disarray.	Counselor had rudimentary and partially successful routines for the counseling center or the classroom.	Counselor makes effective use of time, shows evidence of flexible procedures and prioritizes based on the needs of the students and school.	Counselor plans in advance and adapts appropriately based on the needs of the students and school. Counselor's routines for the counseling center are systematic and documented.
<i>1f: Utilizes counseling techniques, strategies, and interventions that are sound, appropriate and researched based</i>	Counselor often does not display knowledge of a variety of counseling techniques/strategies or research-based interventions.	Counselor displays a limited range of counseling techniques/strategies and research-based interventions or uses counseling techniques inappropriately.	Counselor uses a variety of appropriate, research based counseling techniques/strategies.	Counselor uses an extensive range of counseling techniques/strategies, as well as research-based interventions, to help students acquire knowledge and skills in the academic, personal/social, and career domains.
<i>1g: Exhibits knowledge of child/adolescent growth and development</i>	Counselor often displays no knowledge of child and adolescent development.	Counselor displays limited knowledge of child and adolescent development.	Counselor displays accurate knowledge of the typical developmental characteristics of the age group, as well as exceptions to the general pattern of development.	Counselor displays and applies accurate knowledge of the typical developmental characteristics of the age group, including awareness of learning styles as well as exceptions to the general pattern of development.

**OBSERVATIONS AND COMMENTS LEADING TO RATINGS:**

**DOMAIN 1 OVERALL RATING:**

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 2: THE LEARNING ENVIRONMENT**

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>2a. Establishes and maintains rapport with student body</i>	Counselor fails to establish or maintain a rapport with students.	Counselor has difficulty establishing rapport with students.	Counselor promotes and maintains a culture of understanding with students, which enhances the rapport	Counselor promotes and maintains a high level of understanding with students. Students

			between the counselor and the students.	appear to reciprocate in the relationship.
2b. Establishes climate of courtesy, respect and fairness	Counselor fails to establish a climate of courtesy, respect and fairness.	Counselor attempts to establish a climate of courtesy, respect and fairness.	Counselor establishes a climate of understanding, respect and fairness for students.	Counselor promotes a climate of understanding, respect, and fairness for students, parents/guardians, colleagues and community.
2c. Holds appropriate expectations for students' social/academic behavior	Counselor holds inappropriate expectations for students' social/academic behaviors.	Counselor inconsistently conveys appropriate expectations of students' social/academic behaviors.	Counselor conveys appropriate expectations for students' social/academic behaviors based on students' abilities.	Counselor develops and initiates appropriate expectations for students' social/academic behaviors based on students' abilities.
2d. Demonstrates enthusiasm for student performance and involvement	Counselor fails to demonstrate enthusiasm for student performance or involvement.	Counselor attempts to demonstrate limited enthusiasm for student performance or involvement.	Counselor supports and acknowledges student performance and involvement.	Counselor proactively encourages, acknowledges, and celebrates student performance and involvement.
2e. Promotes academic success, post-secondary readiness, awareness and exploration	Counselor fails to promote academic success and/or fails to provide post-secondary information or opportunities.	Counselor attempts to provide students exposure to post-secondary information or opportunities. Counselor attempts to promote academic success.	Counselor provides students exposure to different post-secondary information/opportunities. Counselor promotes academic success.	Counselor provides students with a variety of post-secondary information and opportunities. Counselor promotes academic success.
2f. Serves as a student advocate	Counselor fails to advocate for students.	Counselor inconsistently advocates for students.	Counselor advocates for students to have equal opportunities in the school community.	Counselor advocates for students, particularly those traditionally underserved, to have equal opportunities in the school community.
2g. Serves as a leader and a systems change agent	Counselor fails to serve as a leader and a systems change agent.	Counselor attempts to serve as a leader and a systems change agent.	Counselor serves as a leader and a systems change agent when asked.	Counselor takes initiative to serve as a leader and a systems change agent.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 2 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 3: SERVICE DELIVERY**

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
3a: Demonstrates ability to assess	Counselor fails to demonstrate the ability to assess student/	Counselor's assessments of	Counselor assesses student/program needs and applies	Counselor actively assesses student/program needs,

<i>student/program needs for academic support</i>	program needs for academic support.	student/program needs are inconsistent.	appropriate academic support.	routinely using data to contribute to academic success.
<i>3b: Students' interests, needs, and abilities are taken into account when helping formulate plans for academic achievement</i>	Counselor fails to take students' interests, needs and abilities into account when formulating plans for academic achievement.	Counselor attempts to help students and staff formulate academic plans taking into account a student's interests, needs and abilities.	Counselor helps students and staff to formulate academic plans taking into account a student's interests, needs and abilities.	Counselor takes the initiative to help students and staff formulate academic plans based on a student's interests, abilities and needs.
<i>3c: Demonstrates understanding of inclusion and support</i>	Counselor fails to demonstrate an understanding of inclusion and support for students.	Counselor attempts to understand inclusion and support for students, but application is inconsistent or inaccurate.	Counselor understands inclusion and support and uses this knowledge to ensure that students are respected and afforded equal opportunities.	Counselor applies accurate understanding of inclusion and support, to ensure that all students are respected and afforded equal opportunities.
<i>3d: Uses data to make decisions and effect change</i>	Counselor does not use data to make decisions or effect change.	Counselor use of data to effect change and make decisions is limited.	Counselor uses data to make decisions and effect change.	Counselor consistently uses data to make decisions and effect change in a variety of areas.
<i>3e: Demonstrates knowledge and ability to interpret summative and formative assessment data</i>	Counselor fails to demonstrate the knowledge and ability to interpret summative and formative assessment data.	Counselor's use of data is limited and does not demonstrate the ability and knowledge to interpret summative and formative data.	Counselor demonstrates knowledge and ability to interpret summative and formative assessment data.	Counselor accurately interprets both summative and formative assessment data to assist in the growth of school programming
<i>3f. Provides consultation with parents and teachers to meet the needs of students</i>	Counselor fails to provide consultation with parents and teachers to meet the needs of students.	Counselor provides limited information or consultation with parents or teachers to meet the needs of students.	Counselor provides consultation with parents and teachers to meet the needs of students.	Counselor initiates consultation with parents and teachers to meet the needs of students and aid in student success.
<i>3g: Assists in the creation of academic support strategies</i>	Counselor fails to assist in the creation of academic support strategies.	Counselor attempts to assist in the creation of academic support strategies are inconsistent.	Counselor assists in the creation of academic support strategies.	Counselor proactively contributes to the creation and design of academic support strategies/plans for students.
<i>3h: Is accessible to students, teachers, parents and administrators</i>	Counselor fails to be accessible to students, teachers, parents and administrators.	Counselor's accessibility is generally limited.	Counselor is accessible to students, teachers, parents and administrators on a consistent basis.	Counselor is consistently accessible to students, teachers, parents and administrators and flexes schedule when possible to accommodate others. Stakeholders are aware of various methods of contact.
<i>3i: Facilitates communication and information including</i>	Counselor fails to facilitate communicate or share information	Counselor makes minimal effort to share information with	Counselor shares thorough and accurate information including	Counselor proactively shares information, including community

<i>appropriate resources with students, parents and school staff.</i>	with students, parents and school staff.	students, parents and school staff.	community resources and facilitates communication with students, parents and school staff.	resources, and facilitates communication with students, parents and school staff. Counselor shares information using a variety of methods.
<i>3j: Responds timely and appropriately to parental concerns.</i>	Counselor consistently fails to respond to parental concerns and the response does not address the parents' concerns.	Counselor's response to parental concerns are inaccurate and/or are frequently late. Parents feel as if concerns have been partially addressed.	Counselor's response to parental concerns are often timely and accurate. Parents indicate their concerns have been addressed.	Counselor's responses to parents are timely and of consistent high quality. Parents indicate their concerns have been addressed. Counselor continues to monitor situation until appropriate resolution is achieved.
<i>3k: Uses technology effectively</i>	Counselor fails to use appropriate technology to supplement counselor responsibilities.	Counselor attempts to use appropriate technology to supplement counselor responsibilities without successful outcomes.	Counselor uses appropriate technology to carry out counselor responsibilities with successful outcomes.	Counselor seeks and uses a variety of appropriate of technology to carry out counselor responsibilities, with successful outcomes.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 3 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<i>4a: Adheres to school and district policy</i>	Counselor fails to adhere to school and district policies and procedures.	Counselor inconsistently adheres to school and district policies.	Counselor consistently adheres to school and district policies and procedures.	Counselor takes a leadership role in the support of school and district policies and procedures when appropriate. Counselor is highly proactive in supporting a culture of adherence to school and district policies and procedures.
<i>4b: Maintains accurate records</i>	Counselor's reports, records, and documentation are missing, late, or inaccurate.	Counselor's reports, records and documentation are generally accurate but are consistently late.	Counselor's reports, records and documentation are accurate and, if applicable, submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and if applicable submitted in a timely manner.
<i>4c: Participates in school/district committees</i>	Counselor fails to become involved in school and district	Counselor becomes involved in school and district committee	Counselor volunteers to participate in school and district committee,	Counselor volunteers to participate in school and district

	committee when specifically asked.	when specifically asked.	and makes a contribution to the project.	committees, making a substantial contribution, and/or may assume a leadership role in a major school or district project.
<i>4d: Continues to pursue professional growth and development opportunities</i>	Counselor fails to participate in opportunities for professional development or displays withdrawn behavior from PLCs.	Counselor attempts to seek out opportunities for professional development.	Counselor seeks out opportunities for professional development to enhance knowledge and skill and actively participates in PLCs.	Counselor seeks out opportunities for professional development to enhance knowledge and skill and shares and implements those strategies. Counselor is an active leader/ member in the PLC activities.
<i>4e: Demonstrates initiative and assume responsibility for implementation</i>	Counselor fails to demonstrate initiative and assumes responsibility.	Counselor attempts to demonstrate initiative and assume responsibility for implementation.	Counselor demonstrates initiative and assumes responsibility for implementation.	Counselor takes a leadership role in the decision making process and assumes responsibility for implementation.
<i>4f: Demonstrates professional behavior and judgment reflecting dignity and worth of stakeholders</i>	Counselor fails to demonstrate professional behavior and judgment when serving stakeholders.	Counselor attempts to demonstrate professional behavior and judgment when serving stakeholders.	Counselor demonstrates professional behavior and judgment reflecting the dignity and worth of stakeholders.	Counselor demonstrates professional behavior and judgment. Counselor serves as a professional liaison reflecting dignity and worth of stakeholders.
<i>4g: Maintains confidentiality</i>	Counselor fails to maintain confidentiality of stakeholders.	Counselor is inconsistent with demonstrating knowledge and practice of confidentiality laws and standards.	Counselor is aware of laws regarding confidentiality and adheres to these rules.	Counselor is aware of the laws and rules regarding confidentiality and actively enforces the highest level of professional confidentiality with regards to all forms of communication.
<i>4h: Maintains good attendance and is punctual and prepared for meetings</i>	Counselor fails to maintain good attendance and is unprepared for meetings.	Counselor's attendance and arrival times are inconsistent. Counselor is inconsistently prepared for meetings.	Counselor arrives to school and meetings on time and prepared for meetings. When absent, counselor uses proper notification procedures.	Counselor consistently arrives to school and meetings on time, when absent uses proper notification procedures, and takes an active role being committed to the needs of the meeting and group.
<i>4i: Accepts evaluation and redirection and makes necessary</i>	Counselor is consistently resistant to feedback from supervisors and	Counselor attempts to accept evaluation and feedback from supervisors but is	Counselor accepts feedback from supervisors and makes	Counselor seeks out feedback from supervisors and

<i>changes or adjustments</i>	unwilling to make changes and adjustments.	unsuccessful in attempts to make changes and adjustments.	necessary changes and adjustments.	implements changes as necessary.
4j: Attendance	Eleven (11) or more occurrences in a school year.	Eight to ten (8-10) occurrences in a school year.	Five to seven (5-7) occurrences in a school year.	One to Four (1-4) occurrences in a school year.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 4 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**SUMMARY**

EVALUATOR'S NARRATIVE REMARKS:

OVERALL PERFORMANCE RATING:

**Signatures will be handled electronically as part of the process.**

Attached Workflow

Std. Signature

Current Status

Draft

Workflow Steps

1	Signature	Direct Report
2	Signature	Supervisor/Evaluator