

Waterloo CUSD #5

Guidance Counselor Evaluation Guidebook Addendum



Version 1.0

2014

Framework for Specialists: Overview

Frameworks based upon the Danielson Framework, outline the work of Specialists, such as nurses, guidance counselors, librarians, social workers, and speech language pathologists. These frameworks will be used to evaluate the work of these Specialists throughout the district.

The organization of the Framework for Specialists mirrors that of the Framework for Teaching and is structured around four domains: Domain 1: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for teachers, the components in each *Framework for Specialists* are tailored to the specific responsibilities of each group of Specialists.

Waterloo CUSD #5 has identified several categories of Specialists: Library Media Specialist, Guidance Counselor, Social Worker, District Nurse, and Speech Language Pathologist. Distinct rubrics have been developed for each of these Specialist groups. See the table below for the School Nurse frameworks.

TABLE 2: *The Waterloo Framework for Guidance Counselor and Component Overview*

Domain 1: Planning and Preparation	Domain 2: The Environment
<p>1a: Demonstrating knowledge of common counseling techniques and counseling theory.</p> <p>1b: Demonstrating knowledge of child and adolescent development.</p> <p>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</p> <p>1d: Adheres to laws, school policies, procedures, and ethical standards of the school counseling profession.</p> <p>1e: Planning the counseling activities, integrated with the regular school program.</p> <p>1f: Developing a plan to evaluate the counseling program.</p>	<p>2a: Creating an environment of respect and rapport.</p> <p>2b: Managing routines and procedures.</p> <p>2c: Establishing standards of conduct in the counseling office and contributing to a positive school culture.</p> <p>2d: Organizing physical space.</p> <p>2e: Resources and supplies.</p>
Domain 4: Professional Responsibilities	Domain 3: Delivery of Service
<p>4a: Reflecting on practice.</p> <p>4b: Maintaining records.</p> <p>4c: Communicating with families, teachers, students, administrators and outside agencies.</p> <p>4d: Participating in a professional community.</p> <p>4e: Engaging in professional development.</p> <p>4f: Showing professionalism.</p>	<p>3a: Assessing student needs.</p> <p>3b: Assisting students, parents and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs.</p> <p>3c: Awareness and use of preventative and responsive services.</p> <p>3d: Accessing community and school resources to meet student needs.</p> <p>3e: Demonstrating flexibility and responsiveness.</p> <p>3f: Coordinating, facilitating, proctoring standardized tests and distribution of test results.</p> <p>3g: Course advisement and registration.</p>

The WCUSD #5 Framework for Guidance Counselor: Observation Rubric

Directions: Evaluators will use the Observation Rubric when observing the Guidance Counselor and providing written feedback to teachers follows any observation.

Domain 1: Planning and Preparation

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of common counseling techniques and counseling theory	Counselor demonstrates little understanding of common counseling techniques and cannot articulate which counseling technique they are using or why.	Counselor demonstrates basic understanding of common counseling techniques and is able to select a counseling technique, but the explanation of its usage is inconsistent.	Counselor demonstrates a thorough understanding of common counseling techniques and is able to articulate why they use a particular counseling technique.	Counselor demonstrates a thorough and comprehensive understanding of common counseling techniques and articulates and appears to implement counseling technique effectively.
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 development.	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 to maintain or improve the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals to maintain or improve the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals to maintain or improve 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 program 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, administrators and colleagues.
1d: Adheres to laws, school policies, procedures and ethical standards of the school counseling program	Counselor demonstrates little or no knowledge of policies, procedures, laws or ethical standards	Counselor displays awareness of policies, procedures, laws and ethical standards, but little knowledge of resources available to address questions/concerns.	Counselor displays awareness of policies, procedures, laws and ethical standards, and has some knowledge of resources available to address questions/concerns.	Counselor's knowledge of policies, procedures, laws and ethical standards and of resources is extensive and they know how to address questions/concerns.

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1e: Planning counseling activities, integrated with the regular school program	Counselor does not participate in planning the counseling activities which consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor minimally participates in planning the counseling activities, which includes the number of worthwhile activities, but some of them don't fit with the building goals or are unsuccessful.	Counselor participates in the counseling activities and has developed a plan that helps support building goals. Most of the planned activities are successful.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the building and district goals. Planned activities are successful.
1f: Developing a plan to evaluate the counseling program	Counselor does not participate in developing or implementing a plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor minimally participates in developing and implementing a plan to evaluate the counseling program.	Counselor participates in developing and implementing a plan to evaluate the program; the plan 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 input from all stakeholders (i.e. students, parents, teachers, admin, etc.). Counselor provides sources of evidence and has a clear plan for improving the program on an ongoing basis.

Domain 2: The Environment

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
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. The counselor actively promotes positive student interactions with other students, teachers, parents, and other school personnel.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Students demonstrate the learned and promoted positive interactions.
2b: Managing routines and procedures	Counselor's routines for counseling office or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling office or classroom.	Counselor's routines for the counseling office or classroom work effectively.	Counselor's routines for the counseling office or classroom are seamless, and students are familiar with procedures.
2c: Establishing standards of conduct in the counseling office and contributing to a positive school culture	Counselor has established no standards of conduct for students in the counseling office and during counseling sessions. They make no contribution to a positive school culture.	Counselor's efforts to establish standards of conduct for students in the counseling sessions are minimally successful. Counselor attempts, with limited success, to contribute to a positive school culture.	Counselor has established clear standards of conduct in the counseling office and during counseling sessions, and successfully contributes to a positive school culture.	Counselor has established clear standards of conduct in the counseling office and during counseling sessions. Counselor makes a significant contribution in maintaining a positive school culture.
2d: Organizing physical space	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 and office arrangements are inviting and conducive to the planned activities.	Counseling center and office arrangements are inviting and conducive to the planned activities. Student needs have influenced the physical arrangement.
2e: Resources and supplies	Counselor makes no attempt to maintain appropriate resources and supplies within her/her office.	Counselor attempts to maintain appropriate resources and supplies within her/her office and is somewhat successful.	Counselor maintains appropriate resource and supplies within her/her office enabling effective counseling services.	Counselor maintains appropriate resources and supplies within her/her office enabling effective counseling services. Counselor takes a leadership role in maintaining and acquiring additional resources and supplies.

Domain 3: Delivery of Service

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing student needs	Counselor does not assess student needs or the assessments result in inaccurate conclusions.	Counselor's attempts to assess student needs, but some conclusions are generalized or inaccurate.	Counselor assesses student needs and knows the range of student needs in the school. Conclusions are mostly accurate.	Counselor conducts detailed assessments of student needs to contribute to program planning. Conclusions are highly accurate.
3b: Assisting students, parents and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor unsuccessfully attempts to help students, parents and teachers formulate academic, personal/social, and career plans.	Counselor's attempts to help students, parents and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor successfully helps students, parents and teachers formulate academic, personal/social and career plans for groups of students.	Counselor successfully helps individual students, parents and teachers formulate academic, personal/social, and career plans.
3c: Awareness and use of preventative and responsive services	Counselor is unaware of counseling services to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor provides a narrow range of counseling services to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor provides a range of counseling services to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor provides a range of counseling services. Once services are provided, counselor maintains communication with students, teachers, parents and service providers to constantly assess whether or not the services are successful.
3d: Accessing community school resources to meet student needs	Counselor does not make connections with other programs in the community or school in order to meet student needs.	Counselor's efforts to access services for students in the community and school are partially successful.	Counselor's efforts to access services for students in the community and school are successful.	Counselor accesses 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.

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3f: Coordinating, facilitating, proctoring standardized tests and distribution of test results	Counselor does not assist with or participate in coordinating, facilitating, and proctoring most standardized tests and distribution of test results.	Counselor does assist with and participates in coordinating, facilitating, and proctoring a few standardized tests and distribution of test results, but does so ineffectively.	Counselor does assist with and participates in coordinating, facilitating, and proctoring most standardized tests and distribution of test results, and does so effectively.	Counselor effectively assists with and participates in coordinating, facilitating, and proctoring all standardized tests and distribution of test results and makes a substantial contribution in these efforts.
3g: Course advisement and registration	Counselor does not assist students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor ineffectively assists students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor effectively assists students in the selection of appropriate courses and registration according to the students' needs and goals.	Counselor effectively assists students in the selection of appropriate courses and registration according to the students' needs and goals and proactively provides students with appropriate enrichment opportunities.

Domain 4: Professional Responsibilities

	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
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. Specialist makes some specific suggestions as to how the therapy 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. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records	Counselor's records, credit checks, registrations sheets, and other documentation are always missing, late or inaccurate, resulting in confusion.	Counselor's records, credit checks, registration sheets, and other documentation are generally accurate but are frequently missing or late.	Counselor's records, credit checks, registration sheets, and other documentation are accurate and are rarely if ever missing or late.	Counselor's records, credit checks, registration sheets, and other documentation is highly systematic and efficient and serves as a model for colleagues.
4c: Communicating with families, teachers, students, administrators and outside agencies	Counselor provides no information to families, teachers, students and outside agencies either about the counseling program as a whole or about individual student needs/concerns.	Counselor provides limited though accurate information to families, teachers, student and outside agencies about the counseling program as a whole and about individual student needs/concerns when appropriate.	Counselor provides thorough and accurate information to families, teachers, students and outside agencies about the counseling program as a whole and about individual student needs/concerns when appropriate.	Counselor is proactive in providing information to families, teachers, students and outside agencies, when appropriate, about the counseling program and about individual student needs/concerns through a variety of means.
4d: Participating in 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.

<p>4e: Engaging in professional development</p>	<p>Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.</p>	<p>Counselor's participating in professional development activities is limited to those that are convenient or are required.</p>	<p>Counselor seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4f: Showing professionalism</p>	<p>Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.</p>	<p>Counselor is honest in interactions with colleagues, students and the public; does not violate confidentiality.</p>	<p>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.</p>	<p>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.</p>

Summative Rating Form- (Evaluator)

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Name of Guidance Counselor: _____				
Name of Evaluator: _____				
Date of Evaluation: ____/____/____				
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of common counseling techniques and counseling theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing goals for the counseling program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Adheres to laws, school policies, procedures, and ethical standards of the school counseling profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the counseling activities integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a plan to evaluate the counseling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 2: The Environment				
2a: Creating an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Managing routines and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Establishing standards of conduct in the counseling office and contributing to a positive school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Organizing physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Resources and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 3: Delivery of Service				
3a: Assessing student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b: Assisting students, parents and teachers in the formulation of academic, personal/social and career plans, based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c: Awareness and use of preventative and responsive services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d: Accessing community and school resources to meet student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e: Demonstrating flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f: Coordinating, facilitating, proctoring standardized tests and distribution of test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3g: Course advisement and registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b: Maintaining records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c: Communicating with families, teachers, students, administrators and outside agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d: Participating in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e: Engaging in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f: Showing professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall rating for DOMAIN 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Counselor Signature: _____ **Evaluator Signature:** _____

Note: The signature of the evaluator and counselor verifies that the report has been reviewed and that the proper process has been followed

SUMMATIVE RATING: <input type="checkbox"/> Excellent <input type="checkbox"/> Proficient <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory
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Formal Pre-Observation Forms (Evaluator)

Pre-Observation Form

It is required that the guidance counselor completes the 2-page Formal Observation Pre-Work form with Guiding Questions 1-13 and arrives prepared to discuss these questions at the pre-observation conference. Refer to the *WCUSD #5 Framework for Guidance Counselor Observation Rubric* in preparation for the conference. The evaluator uses this form to guide the Pre-Observation Conference in preparation for the Observation.

Name of Guidance Counselor:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable):	

Interview Protocol for a Pre-Observation Conference

Guiding questions:

1. What do you want the students to know and be able to do?
2. How does the counseling session/activity support adolescent development? How does it “fit” in the sequence of learning for this student/grade level/class?
3. How will you communicate the objectives to the students?
4. Describe your thinking in selecting the materials and resources for this counseling session/activity.
5. How and when will you know whether students have learned or accomplished what you intend?
6. What difficulties do students typically experience in this area?
7. What adjustments to your plan might you make if you see some students struggling with concepts/tasks during the counseling session/activity?
8. How might you provide more time and support after the counseling session/activity for students who need additional support?
9. How will you engage students in participating and/or learning?
10. What is your plan for grouping students during the activity or during the counseling session, when appropriate? Will students work individually, in small groups, or as a large group? What are your reasons?
11. How will you differentiate instruction/counseling services for different individuals or groups of students?
12. How will you provide feedback to students regarding their participation and/or learning during the counseling session/activity?
13. Is there anything that you would like me to specifically observe during the activity/event?

Component Focus:	Domain 2: _____ Domain 3: _____
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Formal Observation Pre-Work (Guidance Counselor)

The **guidance counselor** should complete this form and submit a copy of the lesson plan to evaluator **2 working days** prior to formal observation.

Guidance Counselor:	
School:	
Grade Level/Subject:	
Name of Evaluator:	
Date of Scheduled Classroom Observation:	
Common Core State Standard (if applicable):	

Conversation Components ("Off Stage")		Observable Components ("On Stage")	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a: Demonstrating knowledge of common counseling techniques and counseling theory 1b: Demonstrating knowledge of child and adolescent development 1c: Establishing goals for the counseling program appropriate to the setting and the students served. 1d: Adheres to laws, school policies, procedures and ethical standards of the school counseling program 1e: Planning counseling activities, integrated with the regular school program 1f: Developing a plan to evaluate the counseling program	4a: Reflecting on practice 4b: Maintaining records 4c: Communicating with families, teachers, students, administrators and outside agencies 4d: Participating in professional community 4e: Engaging in professional development 4f: Showing professionalism	2a: Creating an environment of respect and rapport 2b: Managing routines and procedures 2c: Establishing standards of conduct in the counseling office and contributing to a positive school culture 2d: Organizing physical space 2e: Resources and supplies	3a: Assessing student needs 3b: Assisting students, parents and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs 3c: Awareness and use of preventative and responsive services 3d: Accessing community school resources to meet student needs 3e: Demonstrating flexibility and responsiveness 3f: Coordinating, facilitating, proctoring standardized tests and distribution of test results 3g: Course advisement and registration

Guiding Questions for Pre-Observation Conference

Provide written responses below. The evaluator may use these questions and your responses to structure the Pre-Observation Conference.

1. What do you want the students to know and be able to do?

2. How does the counseling session/activity support adolescent development? How does it “fit” in the sequence of learning for this student/grade level/class?

3. How will you communicate the objectives to the students?

4. Describe your thinking in selecting the materials and resources for this counseling session/activity.

5. How and when will you know whether students have learned or accomplished what you intend?

6. What difficulties do students typically experience in this area?

7. What adjustments to your plan might you make if you see some students struggling with concepts/tasks during the counseling session/activity?

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8. How might you provide more time and support after the counseling session/activity for students who need additional support?

9. How will you engage students in participating and/or learning?

10. What is your plan for grouping students during the activity or during the counseling session, when appropriate? Will students work individually, in small groups, or as a large group? What are your reasons?

11. How will you differentiate instruction/counseling services for different individuals or groups of students?

12. How will you provide feedback to students regarding their participation and/or learning during the counseling session/activity?

13. Is there anything that you would like me to specifically observe during the activity/event?

Component Focus:

Domain 2: _____

Domain 3: _____

Formal Post-Observation Form – Pre-Work (Guidance Counselor)

The **guidance counselor** should complete and submit this Post-Observation Form within **three days of the formal observation**, in preparation for the formal post-observation conference. The questions below and guidance counselor responses will be used to guide the post-observation conference. The evaluator will share the Observation Rubric with any evidence collected.

Guidance Counselor:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Classroom Observation:	

Conversation Components (“Off Stage”)		Observable Components (“On Stage”)	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a: Demonstrating knowledge of common counseling techniques and counseling theory 1b: Demonstrating knowledge of child and adolescent development 1c: Establishing goals for the counseling program appropriate to the setting and the students served. 1d: Adheres to laws, school policies, procedures and ethical standards of the school counseling program 1e: Planning counseling activities, integrated with the regular school program 1f: Developing a plan to evaluate the counseling program	4a: Reflecting on practice 4b: Maintaining records 4c: Communicating with families, teachers, students, administrators and outside agencies 4d: Participating in professional community 4e: Engaging in professional development 4f: Showing professionalism	2a: Creating an environment of respect and rapport 2b: Managing routines and procedures 2c: Establishing standards of conduct in the counseling office and contributing to a positive school culture 2d: Organizing physical space 2e: Resources and supplies	3a: Assessing student needs 3b: Assisting students, parents and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs 3c: Awareness and use of preventative and responsive services 3d: Accessing community school resources to meet student needs 3e: Demonstrating flexibility and responsiveness 3f: Coordinating, facilitating, proctoring standardized tests and distribution of test results 3g: Course advisement and registration

Guiding Questions for Post-Observation Conference

Guidance Counselor should provide brief written responses (at least 2-3 sentences) to each question in the spaces below.

1. How successful was your planning and preparation?

2. Did you depart from your original activity plan? If so, in what way and why did you feel the need to depart from the original plan?

3. How did communication with others play a part in this activity?

4. Do you feel your communication was successful? Why or why not?

5. Are there any circumstances or factors in the environment which you feel impacted the effectiveness of this activity? If so, how might these issues be resolved in the future?

6. To what extent were participants productively engaged? How do you know?

7. Overall, how effective was your delivery of service?

8. Comment on different aspects of your service delivery. To what extent were they effective?

9. Did the participants receive the service you expected them to? Were your service goals met? How do you know?

10. If you had a chance to conduct this activity again, what would you do differently? If so, what would you do differently and why?

If the guidance counselor is at risk of receiving a summative rating of “Unsatisfactory” or “Needs Improvement” check this box.

With the guidance counselor, revisit his/her professional growth plan in order to provide sufficient support.

Evaluator Signature: _____ Date: _____

Counselor Signature: _____ Date: _____