

AR Teacher Excellence Support System (TESS)

SCHOOL COUNSELOR SUMMATIVE EVALUATION FORM

Counselor: _____

Evaluator: _____

District: _____

School/ Building: _____

School Year: _____

Grade Level/ Area: _____

Conference Date: _____

Track: Probationary/Novice Experienced Intensive
 2A 2B1^(Year 1) 2B2^(Year 2)

Summative Evaluation

DOMAIN 1: PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
1a: <i>Demonstrating knowledge of counseling theory and techniques</i>	Counselor demonstrates little or no understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates thorough understanding of counseling theory and techniques.	Counselor demonstrates comprehensive understanding of counseling theory and techniques and uses knowledge to offer differentiated support appropriate to each situation.
1A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
1b: <i>Demonstrating knowledge of child and adolescent development</i>	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 recognizing exceptions to the general patterns.	Counselor uses accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns to determine which individual students follow the general patterns. The counselor thoroughly considers, recognizes, and acquires knowledge from several sources to work with students with individual differences.
1B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
1c: <i>Establishing goals for the counseling program appropriate to the setting and the students served</i>	Counselor has no clear goals for the counseling program or appropriate goals to either the situation or the age of the students.	Counselor's goals for the counseling program are undeveloped and/or 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 school, the environment, and the students.	Counselor's goals for the counseling program are highly appropriate to the situation, the school, and to the age of the students. The goals have been developed following collaboration with students, colleagues, and staff.
1C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AR TESS SCHOOL COUNSELOR SUMMATIVE EVALUATION FORM

DOMAIN 1: PLANNING AND PREPARATION (continued)				
	Unsatisfactory	Basic	Proficient	Distinguished
1d: <i>Planning the counseling program with appropriate resources</i>	Counselor plan lacks coherence and is developed without input from constituents or inclusion of individual, school, and district needs.	Counselor plan contains guiding principles but is not consistent with individual, school, and district goals. Counselor seeks minimal input from constituents.	Counselor plan provides services and seeks resources that are consistent with individual, school, and district goals and individual student needs. Counselor actively collaborates with colleagues and staff in regards to designing plans.	Counselor plan provides extensive knowledge of resources including those available through the school or district and in the community. Counselor has a deep understanding of the student needs and the best practice and resources as to meeting those needs. Counselor identifies all constituents, ensuring collaboration with them when designing program of services.
1D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
1e: <i>Developing measures to evaluate the counseling program</i>	Counselor has not created a plan to evaluate the program.	Counselor has a rudimentary plan to evaluate the counseling program. The plan has limited provision for the inclusion of input from others or the collection of data designed to assess the degree to which goals have been met.	Counselor's plan to evaluate the program involves all constituents. 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 plan to evaluate the program is highly sophisticated, with a wide-variety of sources of evidence and a clear path toward improving the program on an ongoing basis. The plan provides for active involvement of constituents and careful collection of data on program goals.
1E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: 				

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DOMAIN 2: ENVIRONMENT				
	Unsatisfactory	Basic	Proficient	Distinguished
2a: <i>Creating an environment of respect and rapport</i>	Counselor does not create a safe and inviting environment. Interactions between counselor and students are negative, inappropriate, or insensitive to their cultural background.	Counselor creates an environment that is safe and accessible, with interactions between counselor and students being generally appropriate and free from conflict. They may be characterized by occasional displays of insensitivity or lack of responses to cultural or developmental differences.	Counselor creates an environment that is safe, accessible, and inviting, designed to appeal to the population served. Interactions between students and counselor are respectful. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking emotional risks.	Counselor creates an environment that is always inviting and appealing reflecting sensitivity to the cultural and developmental characteristics of the population. Interactions reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served. Individual students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. The net result is an environment where all students feel valued and are comfortable taking emotional risks.
2A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
2b: <i>Establishing a culture for productive communication</i>	Counselor makes no attempt to establish a culture for productive communication in the counseling setting between student and counselor.	Counselor's attempts to promote a culture in the counseling setting for productive and respectful communication between student and counselor.	Counselor promotes a culture in the counseling setting for productive and respectful communication between student and counselor	Counselor promotes a culture in the counseling setting for productive and respectful communication with the expectation of more in depth responses and commitment to the counseling process from the student.
2B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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DOMAIN 2: ENVIRONMENT (continued)				
	Unsatisfactory	Basic	Proficient	Distinguished
2c: <i>Managing routines and procedures in the counseling setting</i>	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. Counselor is unable to prioritize time-sensitive task. Counselor does not have an organized plan to address emergencies.	Counselor has rudimentary and partially successful routines for the counseling center or classroom. Counselor is inconsistent in prioritizing tasks. Counselor has a rudimentary plan for handling emergencies.	Counselor's routines for the counseling center or classroom work effectively. Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. Counselor prioritizes all tasks. Counselor develops and communicates an emergency response plan collaborating with all constituents.
2C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing expectations/norms for student behavior in the counseling setting	Counselor has established no standards of conduct for students during counseling sessions and makes no effort to maintain 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 contribution to the environment of civility in the school. Counselor communicates, models, and encourages high expectations for student behavior.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor makes a significant contribution to the environment of civility in the school. Counselor collaborates with all constituents and is responsive to intervention needs related to student behaviors as they arise.
2D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:				

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DOMAIN 3: DELIVERY OF SERVICE				
	Unsatisfactory	Basic	Proficient	Distinguished
3a: <i>Communicating with students to determine their needs</i>	Counselor does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions. Counselor does not communicate or collaborate with colleagues to assess student needs.	Counselor's assessments of student behavior or academic needs are basic. Counselor sporadically communicates and collaborates with colleagues regarding student needs.	Counselor assesses student behavior or academic needs and knows the range of student needs in the school. Counselor provides opportunities for all students to be involved in the counseling program either through individual, group, and or classroom counseling. Counselor uses communication with colleagues as part of the assessment of student needs.	Counselor conducts detailed and individualized behavior and/ or academic assessments of student needs to develop program plan. Counselor provides all students with opportunities to be involved in the counseling program either through individual, group, and or classroom counseling. Counselor uses communication with colleagues, parents, and outside community agencies as part of the assessment of student needs.
3A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
3b: <i>Assisting students in the formulation of academic, personal/social, and career plans based on knowledge of student needs</i>	Counselor does not attempt to help students formulate academic, personal/social, and career plans.	Counselor's attempts to help students formulate academic, personal/social, and career plans.	Counselor helps students formulate academic, personal/social, and career plans while using some data regarding student needs.	Counselor helps individual students and formulates academic, personal/social, and career plans while using data regarding student needs. Counselor encourages students to actively take part in the creation of their academic, personal/social, and career plan.
3B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
3c: <i>Delivering counseling services and resources to support students</i>	Counselor does not make connections with other programs in order to meet student needs. Counselor does not provide appropriate services and is unaware of resources or does not make appropriate referrals.	Counselor's efforts to collaborate services with other programs in the school are partially successful. Counselor has basic understanding of services to be delivered but makes use of minimal resources and makes appropriate referrals inconsistently.	Counselor collaborates with other colleagues and programs within the school or district to meet student needs. Counselor provides appropriate services using resources available and makes appropriate referrals consistently.	Counselor collaborates with other colleagues and programs and agencies both within and beyond the school or district to meet individual student needs. Counselor fully utilizes resources available to provide appropriate services and makes the most appropriate referrals in collaboration with school service personnel based upon the individual student needs on a consistent basis.
3C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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DOMAIN 3: DELIVERY OF SERVICE (continued)				
	Unsatisfactory	Basic	Proficient	Distinguished
3d: <i>Using assessment to guide counseling services</i>	Counselor does not evaluate student progress or consult with team members to meet students' needs.	Counselor inconsistently evaluates student progress or consults with team members to meet students' needs.	Counselor consistently evaluates student progress and consults with team members to meet students' needs.	Counselor consistently evaluates student progress using multiple measures and consults with team members. Students demonstrate some self-assessment techniques and self-advocacy.
3D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
3e: <i>Demonstrating flexibility and responsiveness</i>	Counselor does not adjust and prioritize routines to meet student needs.	Counselor makes minor revisions and adjustments in their daily schedule as needed. Counselor attempts to modify priorities to meet student and building needs through use of technology and best practice.	Counselor is aware of student needs and makes revisions and adjustments in their daily schedule as needed. Counselor routinely modifies priorities to meet student and building needs through use of technology and best practice.	Counselor proposes changes and quickly incorporates new developments that will best serve needs of students. Counselor is continually aware of student needs and proactively adjusts daily routines to serve student needs.
3E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:				

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
	Unsatisfactory	Basic	Proficient	Distinguished
4a: <i>Reflecting on counseling practice</i>	Counselor does not reflect, adjust, or evaluate on practice.	Counselor's reflection, adjustment, and evaluation on practice are moderately accurate and objective. Counselor makes general suggestions as to how the counseling program might be improved based on some data sources.	Counselor's reflection, adjustment, and evaluation provide an accurate and objective description of the practice and process of evaluation. Counselor makes some specific suggestions as to how the counseling program might be improved based on multiple data sources.	Counselor's reflection, adjustment, and evaluation provide a highly accurate and perceptive description of the practice and process of evaluation. Counselor makes detailed suggestions as to how the counseling program might be improved based on multiple data sources.
4A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
4b: <i>Maintaining Accurate Records</i>	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 could serve as a model for other colleagues.
4B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
4c: <i>Communicating with Families</i>	Counselor provides no information to families, either about the counseling program and affiliated student service programs or about individual students.	Counselor provides limited information to families about the counseling program and their student and affiliated student service programs.	Counselor provides thorough and accurate information to families about the counseling program, affiliated student service programs, and individual students.	Counselor consistently and regularly provides thorough and accurate information to families about the counseling program and affiliated student service programs. Counselors communicate with families in a variety of ways and include other colleagues when necessary.
4C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
4d: <i>Participating in a Professional Community</i>	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. Counselor does not support and has no involvement in implementation of the district mission.	Counselor participates in school and district meetings and events when specifically requested to do so. Counselor's relationships with colleagues are cordial, and counselor supports the district mission and is somewhat involved in its implementation.	Counselor actively participates in school and district meetings and events and maintains positive and productive relationships with colleagues. Counselor is supportive of the district mission and actively engaged in its implementation.	Counselor assumes a leadership role and makes a substantial contribution to school and district meetings and events and creates positive and productive relationships with colleagues. Counselor is highly supportive of the district mission and actively involved in its implementation.
4D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AR TESS SCHOOL COUNSELOR SUMMATIVE SCORING REPORT

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES (continued)				
	Unsatisfactory	Basic	Proficient	Distinguished
4e: <i>Growing and developing professionally</i>	Counselor does not participate in professional development even when the need is evident.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks additional opportunities for professional development to enhance best practice and content knowledge and pedagogy.	Counselor actively provides a leadership role in seeking out professional development opportunities for increasing district counseling services. Counselor makes a substantial contribution to the profession and takes on a leadership role and presents information learned to colleagues in order to improve current practices/counseling program.
4E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	Counselor does not display honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Counselor does not adhere to district, state and federal regulations.	<p>Counselor displays honesty, integrity, and confidentiality in - interactions with colleagues, students, and the public.</p> <p>Counselor is inconsistent in adherence to district, state and federal regulations.</p>	<p>Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Counselor advocates for students when needed. Counselor's practice reflects high professional and ethical standards as well as adherence to district, state and federal regulations.</p>	<p>Counselor consistently maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to district, state, and federal regulations.</p> <p>Counselor advocates for all students. Counselor models professionalism with colleagues.</p>
4F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:				



AR TESS SCHOOL COUNSELOR SUMMATIVE SCORING REPORT

AR TESS Summative Scoring Worksheet Should Accompany This Document

Summary of Commendations

Recommended Area(s) of Growth

Expectations

COUNSELOR'S SIGNATURE

DATE

EVALUATOR'S SIGNATURE

DATE

An evaluator shall place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" in any one (1) domain of the evaluation framework. An evaluator may place a teacher in intensive support status if the teacher has a rating of "Unsatisfactory" or "Basic" in a majority of components in a teacher evaluation domain of the evaluation framework.

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