**Guidance for Evaluation of Guidance Counselors**

This document is intended to be a crosswalk between the Specialized Instructional Support Personnel (SISP) rubric and the evaluation criteria that existed previously for guidance counselors.

**Standard I: Curriculum, Planning, & Assessment**

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| **Rubric Indicators & Elements** | **Guidance Counselor Evaluation Criteria from School Year 2011-2012** |
| I-A. Curriculum & PlanningI-A-1. Professional KnowledgeI-A-2. Child and Adolescent DevelopmentI-A-3. Plan Development I-A-4. Well-Structured LessonsI-B. AssessmentI-B-1. Variety of Assessment MethodsI-B-2. Adjustments to Practice I-C. AnalysisI-C-1. Analysis and Conclusions I-C-2. Sharing Conclusions with Colleagues I-C-3. Sharing Conclusions with Students and Families | * Knows the field of school counseling and utilizes knowledge appropriately
* Provides counseling service that is appropriate to the needs of the students at the elementary, middle and high school levels
* Participates actively in meetings to produce career and educational evaluation of students
* Manages assigned caseload, so that all students are scheduled and counseled on an individual basis, as a minimum annually
* Provides career guidance and personal counseling to students
* Maintains accurate guidance records
* Provides to teachers and other professionals consultation services which will assist them in managing the student’s education
* Provides information to students which will assist them in planning theirfuture and adjusting to the present
* Formulates reports that are clear, complete and helpful in planning for the student’s needs
* Engages in other appropriate activities which assist the students in decision making process such as:

• group guidance• program evaluation of individual students• test interpretation and classroom application |

**Standard II: Teaching All Students**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| II-A. InstructionII-A-1. Quality of Effort and WorkII-A-2. Student EngagementII-A-3. Meeting Diverse Needs II-B. Learning EnvironmentII-B-1. Safe Learning EnvironmentII-B-2. Collaborative Learning EnvironmentII-B-3. Student MotivationII-C. Cultural ProficiencyII-C-1. Respects Differences II-C-2. Maintains Respectful Environment II-D. ExpectationsII-D-1. Clear Expectations II-D-2. High Expectations II-D-3. Access to Knowledge | * Provides counseling service that is appropriate to the needs of the students at the elementary, middle and high school levels
* Includes in guidance services, methods and materials appropriate to the individual needs of the students
* Understands and responds appropriately to the racial, social, sexual and ethnic differences among students as service is provided
* Provides information to students which will assist them in planning their future and adjusting to the present
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**Standard III: Family and Community Engagement**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| III-A. EngagementIII-A-1. Parent/Family EngagementIII-B. CollaborationIII-B-1. Learning ExpectationsII-B-2. Student SupportIII-C. CommunicationII-C-1. Two-Way Communication II-C-2. Culturally Proficient Communication  | * Exhibits cooperative relationship with parents
* Participates appropriately in interactions among students, teachers, parents and administrators
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**Standard IV: Professional Culture**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| IV-A. ReflectionIV-A-1. Reflective PracticeII-A-2. Goal SettingIV-B. Professional GrowthIV-B-1. Professional Learning and GrowthIV-C. CollaborationIV-C-1. Professional Collaboration IV-C-2. Consultation IV-D. Decision-MakingIV-D-1. Decision-makingIV-E. Shared ResponsibilityIV-B-1. Shared ResponsibilityIV-F. Professional ResponsibilitiesIV-C-1. Judgment IV-C-2. Reliability and Responsibility  | * Provides to principals, assistant principals and other administrators consultation services for the purpose of assisting them in achieving their goals
* Works cooperatively with colleagues
* Complies with administrative rules and regulations
* Maintains professional appearance and demeanor
* Cooperates in achieving the goals of the Whole School’s Annual Improvement Plan
* Maintains regular attendance in conformity with rules and regulations of the School Department
* Maintains punctuality in all matters pertaining to professional role
* Complies with scheduling and reporting requirements
* Engages in professional activities which contribute to improved performance in the counseling situation and the general school system
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