**Guidance for Evaluation of Pupil Adjustment 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 pupil adjustment counselors.

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

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| **Rubric Indicators & Elements** | **Pupil Adjustment Counselor Evaluation Criteria from School Year 2011-2012** |
| I-A. Curriculum & Planning  I-A-1. Professional Knowledge  I-A-2. Child and Adolescent Development  I-A-3. Plan Development  I-A-4. Well-Structured Lessons  I-B. Assessment  I-B-1. Variety of Assessment Methods  I-B-2. Adjustments to Practice  I-C. Analysis  I-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 pupil adjustment counseling and utilizes knowledge appropriately. * Provides counseling service that is appropriate to the needs of the student at the elementary, middle and high school levels. * Participates actively in core evaluation team meetings, producing comprehensive and appropriate education plans for students evaluated. * Manages assigned caseload, so that all non-compliance with Federal and State Laws is limited to unavoidable situations. * Provides services to an appropriate number of students and completes required reports on those students. * Maintains up-to-date written evidence of work completed, in progress and to be accomplished. * Provides early intervention social case work service * Formulates reports that are clear, complete and helpful to schools in planning for the student’s needs |

**Standard II: Teaching All Students**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| II-A. Instruction  II-A-1. Quality of Effort and Work  II-A-2. Student Engagement  II-A-3. Meeting Diverse Needs  II-B. Learning Environment  II-B-1. Safe Learning Environment  II-B-2. Collaborative Learning Environment  II-B-3. Student Motivation  II-C. Cultural Proficiency  II-C-1. Respects Differences  II-C-2. Maintains Respectful Environment  II-D. Expectations  II-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 student at the elementary, middle and high school levels. * Understands and responds appropriately to the racial, social, sexual and ethnic differences among students as service is provided. * Provides service to students with emotional maladjustment. * Includes in evaluations, recommendations appropriate to the individual needs of the students at the:   • early childhood level  • elementary level  • middle school level  • high school level |

**Standard III: Family and Community Engagement**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| III-A. Engagement  III-A-1. Parent/Family Engagement  III-B. Collaboration  III-B-1. Learning Expectations  II-B-2. Student Support  III-C. Communication  II-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. * Engages, upon request, in other appropriate activities which assist the schools in their educational mandates such as   • helping parents to understand the student’s evaluation plan  • in-service programs  • liaison with community agencies  • other [specify] |

**Standard IV: Professional Culture**

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| **Rubric Elements** | **Former Evaluation Criteria** |
| IV-A. Reflection  IV-A-1. Reflective Practice  II-A-2. Goal Setting  IV-B. Professional Growth  IV-B-1. Professional Learning and Growth  IV-C. Collaboration  IV-C-1. Professional Collaboration  IV-C-2. Consultation  IV-D. Decision-Making  IV-D-1. Decision-making  IV-E. Shared Responsibility  IV-B-1. Shared Responsibility  IV-F. Professional Responsibilities  IV-C-1. Judgment  IV-C-2. Reliability and Responsibility | * Provides to principals, assistant principals and other administrators and ETFs 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. * Maintains rapport with community agencies. * Cooperates in achieving the goals of the Whole School 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 school psychological situation and the school system generally. |