**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 & 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 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
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**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 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. 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.
* 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. 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 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.
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