

NAME _____
(Please Print) Last Name First Name Employee ID # Contract Type

ASSIGNMENT _____ SCHOOL _____ SCHOOL YEAR _____

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

Counselor Evaluation

Philosophy

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

The Boise School District is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Boise School District Peer Assistance Program, Professional Development Core and other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of the District that evaluation is the tool to document that sustained growth.

Evaluation Procedure

The recommended administrative observation cycle for professional employees will include at least one administrative observation per year with each observation lasting a minimum of 10 minutes.

All professional employees will have a minimum of one formal evaluation with a qualified evaluator per year, on or before February 1. The post-evaluation conference shall be held within seven (7) school days of the formal observation. A copy of each written evaluation shall be submitted to the employee within five (5) school days after the formal evaluation. The professional employee shall have the opportunity to attach a response to his/her evaluation within twenty-one (21) calendar days.

Professional employees with 2 (two) or more years of continuous service in the district shall be placed on intensive staff development or probation if needed.

(U) Unsatisfactory (B) Basic (P) Proficient (NE) Not Evaluated

I. <u>Planning and Preparation/System Support</u>				
A. Organizes time and resources and plans ahead.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Searches for and recognizes alternative solutions to problems	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Keeps personnel office and/or assigned school(s) informed as to working schedule.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Keeps accurate, up-to-date records.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Actively assists in the utilization of other instructional and pupil personnel resources.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
F. Keeps accurate contact log.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
G. Keeps Secondary Career E-Portfolio	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
H. Keeps transcript notebooks.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain I:				

II. <u>Responsive Services/Individual Planning/Consultation and Referral Skills</u>				
A. Counsels with individual students and small groups of students based on identified needs, using appropriate theories and techniques.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Uses an effective consultation model in working with staff, administrators, and parents	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Uses an effective collaboration model when working with staff, administrators, and parents	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Makes appropriate referrals in collaboration with others	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
E. Responds and assists during a crisis situation	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain II:				

III. <u>Guidance</u>				
A. Provides opportunity for individuals, groups and parents through the development of educational and career plans relevant to:				
1. Educational Goals	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
2. Academic Placement	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
3. Transition Planning	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
4. Career planning	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Provides accurate assessment data and interpretation of data to:				
1. Students	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
2. Parents	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
3. School Personnel	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain III:				

IV. <u>Communication Skills</u>				
A. Demonstrates effective interpersonal skills when interacting with:				
1. Administration	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE

2. Teachers	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
3. Other Staff	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
4. Parents	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
5. Students	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Establishes and maintains effective rapport with:				
1. Students	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
2. Staff	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
3. Parents	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain VI:				

V. Curriculum/Guidance Units/Instructional Skills				
C. Demonstrates effective interpersonal skills when interacting with:				
1. Lesson plans are organized and appropriate	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
2. Presents information effectively	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
3. Conducts classroom discussion effectively	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
4. Manage physical space where appropriate	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
5. Engages student in learning	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain V:				

VI. Program Management				
A. Plans and facilitates Parent Education.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Participation in PSIT, 504, Special Education, ELL Teams	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Maintains consistent guidance curriculum schedule	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Participates in/with student management team meetings in collaboration with staff.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain VI:				

VII. Professional Responsibilities				
A. Participates in professional growth activities.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
B. Attends district inservice.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
C. Attends and participates in counselor staff meetings.	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
D. Follows profession's ethical standards, district policies and legal guidelines	<input type="checkbox"/> U	<input type="checkbox"/> B	<input type="checkbox"/> P	<input type="checkbox"/> NE
Comments Domain VII:				

Areas of Distinction:
Additional Comments:

School Counselor's Signature: _____ Date: _____

(Signing this evaluation does not necessarily constitute agreement with its contents, but indicates that the evaluation has been shared with the employee.)

Evaluator Signature: _____ Date: _____

<i>Definitions</i>	
Unsatisfactory:	Does not meet acceptable standards of the profession. Rating in the Unsatisfactory category must be supported by comment and/or documentation.
Basic:	Has the foundation expected by professional standards, but is not able to demonstrate application in every situation.
Proficient:	Highly competent in the art, skills or field of knowledge of the counseling profession.