



CERTIFICATED COUNSELOR EVALUATION

Counselor _____

Date _____

	Date	Counselor Initials	Admin. Initials
<p>Within 45 calendar days of the first day of instruction <i>Orientation Initial Conference:</i> Evaluator and counselor meet to review standards (ASCA I-VI) for evaluation. First classroom observation may be scheduled at this conference.</p>			
<p>Oct. 15—Dec. 15 <i>Formal Observation:</i> First of two formal classroom observations conducted.</p>			
<p>Oct. 15—Dec. 15 <i>Performance Improvement Need Identified:</i> In cases where improvement is needed, an interim appraisal conference will be held no later than December 15th. A performance improvement plan may be initiated.</p>			
<p>Oct. 15— Jan. 15 <i>Satisfactory Performance:</i> In cases of satisfactory performance, an interim appraisal conference will be held no later than Jan. 15th.</p>			
<p>Dec. 15—Mar. 1 <i>Performance Improvement Need Identified:</i> In cases where improvement is needed, implementation of this plan (performance improvement) is to be carried out along with conferences as needed.</p>			
<p>Prior to March 1 <i>Performance Improvement Need Identified-Final Appraisal Conference:</i> In cases where improvement is needed, an appraisal conference with the evaluator will be held no later than Mar. 1st.</p>			
<p>Prior to March 15 <i>Performance Improvement Need Identified-Recommendations for employment</i> In cases where improvement is needed, the employee will be notified by the evaluator no later than Mar 15th relative to his/her recommendation for re-employment or non-re-employment/dismissal of the employee.</p>			
<p>Jan. 15—Mar. 31 <i>Formal Observation:</i> Second of two formal classroom observations conducted.</p>			
<p>30 Days prior to the last day of school <i>Final Evaluation Meeting:</i> Evaluator conducts final evaluation conferences with counselor. Final signatures obtained.</p>			



PERFORMANCE IMPROVEMENT PLAN

Counselor _____ Date _____

Evaluation Period _____ to _____ Date of Conference _____

Status: Probationary 1 Probationary 2 Permanent Other

Evaluator _____ Position/Title _____

A. Description of areas in which improvement is needed. (This needs to be highly specific and as detailed as possible).

B. Recommended procedures, activities, and/or methods to be used by the employee to achieve acceptable performance.

C. Recommended timeline or milestones which the employee must meet in the implementation of the improvement plan.

D. Identification of management support that will be provided to assist the employee. (Support assistance to be given must be related to the area in which improvement is being sought. Nature of assistance must be clearly specified.)

I have read this Performance Improvement Plan, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.

Evaluator

Date

Counselor

Date



San Joaquin County
Office of Education
Fredrick A. Wentworth,
Superintendent

FORMAL CLASSROOM OBSERVATION/ POST-CONFERENCE FORM

Counselor _____ Date _____

EVIDENCE OF STANDARDS (during observation):

RECOMMENDATIONS:

All other evaluator notes are attached
Pages attached

Above recommendations indicate need for structured
counselor support via Performance Improvement Plan.



FORMAL CLASSROOM OBSERVATION POST-CONFERENCE FORM

POST-CONFERENCE QUESTIONS:

1. What did you expect your students to learn by the end of this presentation, meeting, conference, session, etc?

2. Did they learn it? How do you know?

3. If you were to repeat this session again, what modifications, if any would you make?

AMERICAN SCHOOL COUNSELOR ASSOCIATION STANDARDS

STANDARD I – Instructional Skills and Planning Group Sessions

- Organizes units for student mastery based on student needs
- Uses effective instruction strategies and resources to respond to students’ diverse needs
- Establishes an environment conducive for student learning through the use of effective classroom management strategies
- Teaches guidance topics effectively
- Demonstrates positive interpersonal relationships with students

STANDARD II – Guides Students Towards Education and Career Goals

- Assists students in determining their abilities, achievements, interests, and goals
- Guides student to utilize assessment results in their educational and career plans
- Encourages teachers, parents, and staff to participate in student educational and career planning
- Strives to guard against over interpretation or other inappropriate use of assessment data
- Organizes and makes educational information available

STANDARD III – Counsels Students with Identified Needs/Concerns

- Informs students, parents, teachers, and administrators about the process that can be used to refer students for individual or small groups counseling
- Provides individual counseling and small group counseling using appropriate techniques for classroom management
- Assists students in establishing concrete, behavior plans aimed at problem resolution
- Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the student’ needs and concerns
- Establishes credibility by suggesting a variety of options, alternatives, resources, or

STANDARD IV – Implements Balanced Guidance Program with School Staff and Community

- Explains the philosophy, priorities, and practices of the comprehensive guidance program effectively and articulately to school staff, parents, and the community
- Uses sound organizational skills—sets timelines and follows them, operates from program calendar
- Uses resources effectively
- Establishes and carries out an effective comprehensive guidance program evaluation
- Works cooperatively with other school personnel in the best interest of students and the betterment of the district
- Carries out “fair share responsibilities” as appropriate.

STANDARD V – Positive Interpersonal Relations with School Community

- Promotes positive self-image in students
- Is available to all students
- Interacts with students in mutually respectful and friendly manner
- Uses discretion in handling confidential information and difficult situations

STANDARD VI – Demonstrates Commitment to Ongoing Professional Growth

- Keeps abreast of developments in the counseling profession including the use of technology
- Seeks opportunities to learn from colleagues, students, parents, and community members
- Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops, and conferences
- Carries out guidance responsibilities promptly and accurately in accordance with established job description
- Promotes equity with respect to gender, ethnicity, and inclusively in school policy and interpersonal relationships
- Balancing professional responsibilities and maintaining motivation

I have read this observation report, but my signature does not necessarily signify agreement. I understand that any written statement I wish to make regarding this report will be attached to all copies of it. I also understand that a copy will be placed in my personnel file.

Evaluator _____ Date _____ Counselor _____ Date _____