

Tucson Unified School District**School Counselor Performance Evaluation
Standards and Criteria**

The five performance standards are based on National Board for Professional Teaching Standards and the American School Counselor Association School Counselor Performance and Program Standards. The criteria of the five standards defines a high standard of performance and seeks to identify and recognize school counselors who, through the delivery of the TUSD School Counseling Program, effectively enhance student academic, personal/social and career development.

Standard 1: School counselors are committed to students and their learning.

Accomplished school counselors, through counseling practice, communicate that every student can learn. They utilize a variety of information sources to help students determine an appropriately rigorous academic program and assist students in knowing their own learning patterns and how to use them to plan their educational experience. School counselors assist in identifying appropriate supports for students who need them and guide students in planning educational experiences which can support their needs and develop their potential.

Accomplished school counselors recognize and appreciate individual differences, consistently and proactively promote equity for all students through words and actions, address incidents of inequity and/or bias, assist students in working toward resolving conflicts and act as an advocate for students in any reasonable cause.

Accomplished school counselors establish a school counseling program and implement it in accordance with the TUSD comprehensive guidance and counseling program. (Governing Board Policy JDL)

Standard 2: School counselors know counseling practices and techniques and their application to student learning and development.

Accomplished school counselors demonstrate the use of effective counseling skills. They differentiate techniques based on the unique needs of individual students.

Accomplished school counselors work with students in classrooms, small groups and individually. They communicate skills for academic success through classroom/group guidance, responsive counseling, individual student planning and school counseling program support activities.

Accomplished school counselors understand how to integrate the school counseling standards for students with the academic standards.

Accomplished school counselors address issues that have an impact on learning and motivation. They continue to keep their knowledge and understanding of social and behavioral issues current.

Accomplished school counselors use technology within the school counseling program.

Accomplished school counselors use the American School Counseling Association national standards in the implementation of the TUSD school counseling program. A proactive, prevention based approach is used to address the standards and competencies in the personal/social, education and career domains of the counseling program model.

TUSD Governing Board Approved 11/9/2010

Standard 3: School counselors collaborate in the process of establishing and facilitating a positive learning environment to enhance student growth and achievement and continually assess and analyze student needs in order to develop appropriate counseling and guidance interventions/programs.

Accomplished school counselors promote a positive learning environment in which students can develop skills for success. They show consideration, acceptance, respect and support for all students. They use a variety of strategies to connect academic achievement to the world of work and support the educational, career and personal/social development of all students.

Accomplished school counselors systematically promote student progress toward graduation and the exploration of postsecondary options. They prepare and support students for transitions and provide group and individual activities which support identified needs of a diverse student population.

Accomplished school counselors use a variety of formal and informal techniques to assess student needs. They consider demographic, performance and other relevant data when planning, developing and implementing the school counseling program.

Accomplished school counselors monitor and evaluate counseling and guidance intervention/program effectiveness. They implement counseling and guidance interventions and activities based on the analysis of data. The data-driven program information is shared with students, parents, staff and community members. Formal and informal techniques are used to assess program effectiveness and student needs.

Accomplished school counselors use technology to review and assess student and school data.

Standard 4: School counselors think systematically about their practice and are committed to continuous improvement and professional development.

Accomplished school counselors are models of educated persons, exemplifying the virtues they seek to inspire in students; curiosity, acceptance, honesty, fairness, respect for diversity and appreciation of cultural differences. They possess the capacities that are prerequisites for intellectual growth, the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem-solving orientation. They engage in lifelong learning, which they seek to encourage in their students.

Accomplished school counselors critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and draw upon research and research-based strategies in implementing the school counseling program. They maintain an awareness of current issues affecting students and families, effective counseling trends and practices and up-to-date materials. School counselors participate in self and program assessment activities.

Standard 5: School counselors are members of learning communities and exhibit a high degree of professionalism.

Accomplished school counselors contribute to the effectiveness of the school by working collaboratively with other professionals. They understand and support the vision of the school system. They contribute to development and implementation of school improvement plans. They contribute to the smooth functioning of the school environment by regularly monitoring student behavior beyond the classroom and reinforcing appropriate student behavior.

Accomplished school counselors find ways to work collaboratively and creatively with students, staff, parents and community members engaging them productively in the work of the school. They take on leadership roles within the school community and are an integral part of the educational system.



Tucson Unified School District
School Counselor Performance Evaluation – Final Report

NAME: _____ SCHOOL _____ EMPLOYEE Number: _____
ASSIGNMENT: _____ EVALUATION PERIOD: from _____ to _____

Type:

- First-Year Probationary First Semester
- Second-Year Probationary Second Semester
- Third-Year Probationary
- Continuing _____ Years of TUSD Experience

Directions: Evaluators complete a narrative description based on the following performance standards. The description includes on-going observations; walk-throughs; focused conversations; analysis and review of student results as described in the shared school accountability plan and other data sources; contributions to overall school mission and environment; review of student and parent surveys; review of professional growth plans and implementation results; and information from any other documents collected by the evaluator and/or the counselor during the full length of the cycle.

Performance Standards:

- 1: School counselors are committed to students and their learning.
- 2: School counselors know counseling theories and techniques and their application to student learning and development.
- 3: School counselors collaborate in the process of establishing and facilitating a positive learning environment to enhance student growth and achievement and continually assess and analyze student needs in order to develop appropriate counseling and guidance interventions/programs.
- 4: School counselors are committed to continuous improvement and professional development.
- 5: School counselors are members of learning communities and exhibit a high degree of professionalism.

Dates of

Observations: _____

Overall Assessment: Meets/Exceeds the Standards (indicate which Standard(s) exceeds) _____

Does Not Meet the Standards (indicate which Standard(s) are deficient) _____

- Recommendations:
- Renewal of Contract Recommended
 - Recommendation for Improvements
 - Plan for Improvement
 - Non-Renewal of Contract Recommended (Probationary)
 - Dismissal Recommended (Continuing)

Signature of Employee

Signature of Administrator

Date

Date

Signature does not imply agreement. However, signature is required and indicates that a conference has been held and the contents have been discussed. School counselors may attach their comments.