

**TUSD School Counselor
Evaluation Instrument**

RESOURCE

Performance Standards

Criteria

Descriptive Examples

Introduction

The five performance standards are defined and further supported by performance criteria. Descriptive examples of what a counselor might be doing in order to meet a specific standard are provided. The purpose of the examples is to create a sample picture of what school counseling looks like when it meets and when it does not meet the TUSD performance standards. These examples are not provided to suggest that every school counselor is expected to be doing all or everything that is described in either column. These examples can serve as a template against which to ascertain a school counselor's overall performance on the five performance standards. They are not intended to isolate counseling strategies or behaviors in a checklist for assigning a numerical rating to school counseling. They define a range of professional practices and provide examples and indicators. The examples that are provided are intentionally designed to reflect a high standard of performance.

Standard I: 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 interventions/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.

Performance Criteria

- A. The school counselor acts on the belief that every student can learn with appropriate interventions/supports.
- B. The school counselor recognizes individual differences and advocates for equity of all students.
- C. The school counselor shares responsibility for student academic, career, and personal/social development.
- D. The school counselor understands theories of child development and their implications for learning.

Examples of evidence of knowledge and application

The school counselor ... Meets standard	Below standard
communicates that every student can learn through counseling practice	fails to communicate through counseling practices that all students can learn
utilizes a variety of information sources to help students determine an appropriately rigorous academic program	uses limited information sources to determine student academic programs
assists students in knowing their own learning patterns and using them to plan their educational experience	provides minimal assistance to students in knowing their learning patterns and applying that knowledge to educational planning
assists in identifying appropriate supports for students who need them, as part of a collaborative team	rarely participates in the identification of appropriate student supports
guides students in planning educational experiences which can support their needs and develop their potential	provides minimal guidance for educational planning
recognizes and appreciates individual differences	rarely demonstrates appreciation of differences
consistently and proactively promotes equity for all students through words and actions	inconsistently or rarely promotes equity for all students
addresses incidents of inequity and/or bias through a variety of responses	infrequently addresses incidents of inequity
acts as an advocate for students in any reasonable cause and assists them in working toward resolving conflicts	rarely serves as a student advocate or assists them in resolving conflicts
establishes a counseling and guidance program and implements it in accordance with the TUSD comprehensive guidance and counseling program	fails to establish a counseling and guidance program that is in accordance with the TUSD comprehensive guidance and counseling program
collaborates with appropriate staff to implement student services outcomes	does not implement student services outcomes or implements without collaboration
helps guide students in their comprehensive development to support learning	shows minimal evidence of guiding students in their comprehensive development
helps guide educational decisions considering student developmental readiness	does not take developmental readiness into account when guiding educational decisions

assists staff and parents in understanding the implications of child development in the learning process	rarely helps staff and parents understand the implications of child development in the learning process
routinely uses a variety of developmentally appropriate strategies to support student growth	rarely demonstrates the use of developmentally appropriate strategies to support student growth

Standard 2: School counselors know counseling theories 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.

Performance Criteria

- A. The school counselor is knowledgeable about counseling theory and uses appropriate skills and techniques in a variety of settings to support student learning.
- B. The school counselor uses a variety of forms of communication to support student learning.
- C. The school counselor works from an understanding of cultural and learning style differences to support student learning.

Examples of evidence of knowledge and application

The school counselor ... Meets standard	Below standard
demonstrates the use of effective counseling skills, such as rapport-building, reflective listening, open-ended questioning, use of silence, prompts, and summarizing	fails to demonstrate the use of effective counseling skills
differentiates techniques such as expressive and play techniques, modeling, role play, behavior rehearsal, cognitive restructuring, and empty chair or relaxation, based on unique needs of individual students	infrequently differentiates techniques based on unique student needs
works with students in classrooms, small groups, and individually	rarely works with students in a variety of settings
encourages students through group guidance and responsive counseling to utilize the counselor to address issues that have an impact on learning and motivation	rarely encourages students to utilize the counselor to address issues which have an impact on learning and motivation
communicates skills for academic success through classroom/group guidance, responsive counseling, individual planning, and school program support	rarely provides classroom/group guidance, responsive counseling, individual planning, and school program support
engages in outreach to all parents to encourage their participation in the educational experience	infrequently engages in parent outreach efforts
communicates with school staff to support learning	infrequently communicates with school staff
demonstrates the ability to use technology as a communication tool	unable to use technology as a communication tool
advocates for the use of a variety of instructional strategies and modalities when working with students' cultural and learning-style differences	has minimal awareness of instructional strategies appropriate for cultural and learning-style differences
uses and models a variety of strategies and modalities when working with students	rarely varies strategies and modalities
assists students in understanding their learning styles, abilities, and interests and in using them for decision making	provides minimal assistance to students in understanding and using their learning styles, abilities, and interests

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, mutual respect and support for all students. They use a variety of strategies to connect academic achievement to the world of work and support 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/activities based on the analysis of data. The data-driven program information is shared with students, 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.

Performance Criteria

- A. The school counselor promotes a positive learning environment in which students can develop skills for success.
- B. The school counselor involves students in meaningful learning opportunities, in collaboration with staff.
- C. The counselor establishes and maintains respectful partnerships with families in support of a positive school environment.
- D. The counselor utilizes community resources to support and enhance a positive learning environment.
- E. The counselor collaborates with other school staff in the facilitation of continuous improvement of the learning environment.

Examples of evidence of collaboration and facilitation

The school counselor ... Meets standard	Below standard
routinely demonstrates acceptance, openness, support, responsiveness, courtesy, and consideration for all students	rarely demonstrates acceptance, openness, support, responsiveness, courtesy and consideration for students
provides group and individual activities which support identified needs of students	provides inappropriate or few group and individual activities which support identified needs of students
designs, selects, and/or implements activities to support independent learning, critical thinking, problem-solving, decision-making and goal-setting skills	demonstrates minimal evidence of activities to support independent learning, critical thinking, problem-solving, decision-making and goal-setting skills
uses a variety of strategies to increase student awareness of the world of work and its connection to academic achievement	does little to increase student awareness of the world of work and its connection to academic achievement
serves as a resource for teachers, students, and families by sharing knowledge and information	rarely acts as a resource for teachers, students, and families
supports educational, career, and personal development of all students, in collaboration with staff	rarely collaborates with staff, typically making unilateral decisions concerning students' educational, career, and personal development
uses a variety of strategies to generate interest, access, and participation in school programs	uses limited or inappropriate strategies to enhance the level of student involvement
systematically promotes student progress toward graduation and the exploration of postsecondary opportunities	fails to demonstrate systematic promotion of progress toward graduation and the exploration of postsecondary opportunities
uses tools such as counselor/principal agreement, master calendar, curriculum results reports and quarterly audits to document and report implementation of the school counseling program.	fails to use organizational type tools to record, document and assess the school counseling program.
collaborates with staff to develop strategies that assist in meeting the needs of diverse populations	does not consider the needs of diverse populations
communicates with families in a proactive approach using a variety of communication modalities	minimal evidence of communication with families

identifies appropriate programs and resources to meet the needs of all students in partnership with families	limited awareness of programs and resources to meet the needs of all students and families
assists families in accessing resources	minimal evidence of assisting families in accessing resources
considers the uniqueness of families when planning activities that promote a positive school environment	does not consider the uniqueness of families when planning activities which promote a positive school environment
uses counseling strategies to establish relationships with families and communities that reflect respect for every individual	rarely uses counseling strategies to establish relationships with families and communities communicate respect for every individual
has a working knowledge of community resources and agencies	is unfamiliar with community resources and agencies
establishes a cooperative relationship with a variety of community agencies	has minimal or no relationship with community agencies
routinely collaborates with community resources to facilitate school programming	rarely collaborates with community resources to facilitate school programming
serves as a liaison to the community by participating in meetings involving parents, students, and school	infrequently participates in meetings involving parents, students, and school
prepares and supports students for transitions	evidences minimal involvement in student transition
assists staff and students in developing sensitivity to and respect for the diversity in TUSD	provides minimal assistance to staff and students in developing sensitivity to and respect for diversity
consults with families and staff to appraise student needs and interests and to discuss appropriate recommendations for educational options	rarely consults with others to appraise student needs and recommend options or recommends inappropriate options

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, tolerance, 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.

Performance Criteria

- A. The school counselor uses a variety of formal and informal techniques to assess student needs.
- B. The school counselor implements counseling and guidance interventions/programs based on the analysis of data.
- C. The school counselor monitors and evaluates counseling and guidance intervention/program effectiveness.

Examples of evidence of assessments and analysis

The school counselor ... Meets standard	Below standard
uses assessment surveys and a variety of other data sources to gather information about student needs	does not assess needs through data collection
considers demographic, performance, and other relevant data when planning and developing programs	plans without consideration of various data sources
collaborates with staff, parents, and the community to identify and monitor student needs	is minimally involved in the identification and monitoring of student needs
analyzes and uses evaluative data to help determine changes needed in students' program	determines program changes without consideration of data
assists students in using data to develop objectives and strategies for achieving goals	rarely involves students in using data for goal setting
provides individual and/or group counseling as an intervention for demonstrated student needs	counseling services are not related to demonstrated student needs
demonstrates the ability to use technology to review student performance data	is unable to use technology to review student performance data

uses school data such as grades, work/study skills, attendance, behavior referrals, test scores, pre/post-assessment tools and other information sources to ascertain guidance program effectiveness	does not assess program effectiveness or does not connect program effectiveness with school data
communicates student progress information to students, parents, and staff in an effective and timely manner and involves them in the planning and implementation of follow-up as appropriate	rarely communicates with students, parents, and staff about student progress in counseling programs or in planning for follow-up
consults with other school professionals and uses feedback to modify program	rarely seeks feedback from other professionals about program
considers parent feedback relevant to the effectiveness of programs and interventions	infrequently seeks parent feedback or considers it

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.

Performance Criteria

- A. The school counselor continually reflects upon his/her practices in promoting student achievement, growth, and development.
- B. The school counselor maintains awareness of current, effective counseling trends, practices, and materials.
- C. The school counselor is a member of a learning community.
- D. The counselor demonstrates the ethical standards of his/her profession.
- E. The counselor is knowledgeable and respectful of diverse cultural backgrounds of all individuals.
- F. The counselor conducts himself/herself in such a manner as to advance respect for the profession.

Examples of evidence of improvement and professional development

The school counselor ... Meets standard	Below standard
incorporates feedback from teachers, parents, students, and administrators when determining counselor effectiveness	rarely incorporates appropriate feedback when determining counselor effectiveness
participates in self-assessment activities	rarely participates in self-assessment activities
integrates knowledge and skills gained through professional development experiences into counseling practice	rarely integrates current best practices into counseling practice
acquires knowledge and skills in best practices through professional activities, such as— <ul style="list-style-type: none"> • attending workshops and conferences, • participating in seminars and in-service trainings, • reading professional literature, and • affiliating with professional organizations. 	rarely pursues knowledge about counseling best practices through a variety of professional activities
utilizes school-based, county, and/or community resources for professional growth	demonstrates little awareness of resources available for professional growth
participates in professional activities to enhance knowledge related to cultural sensitivity	rarely participates in professional activities to enhance knowledge related to cultural sensitivity
collaborates with other professionals in the field	shows little or no evidence of collaboration with other professionals in the field
follows federal, state, and local policies and procedures regarding professional issues	rarely follows federal, state, and local policies and procedures regarding professional issues
participates actively in school and/or system wide committees and work groups	participates infrequently in school and/or system wide committees and work groups
consults regularly with teachers and other staff	rarely consults with teachers and other staff
participates in educational activities by— <ul style="list-style-type: none"> • serving on committees • helping to plan meetings and staff development opportunities 	rarely participates in educational activities

<ul style="list-style-type: none"> • sharing knowledge and expertise with colleagues 	
engages in collaborative problem solving across disciplines	rarely collaborate across disciplines to address problems
participates actively in the implementation of school wide goals	rarely is involved in the implementation of school wide goals
adheres to the ethical standards of the American counseling association	is unaware of or fails to adhere to the ethical standards of the American counseling association
participates in school management activities and shares responsibility for total school program, as appropriate to the counselor role	participates minimally in school management activities and/or fails to share appropriate responsibility for total school program
respects the confidentiality in the school counseling relationship, understands the privacy of student records, and recognizes the duty to warn when a student is in danger of harming self and/or others	does not respect or understand issues of confidentiality or privacy of student records or recognize the duty to warn; or warns inappropriately
demonstrates sensitivity to individual differences without exception	is insensitive to individual differences
demonstrates awareness of the demographics of TUSD and of the assigned school	demonstrates minimal awareness of TUSD or school demographics
is aware of personal biases and the impact these have on counseling practices	is unaware of personal biases or displays inappropriate biases in counseling practice
meets professional obligations in a timely manner	fails to meet professional obligations in a timely manner
is appropriately prepared for professional obligations	is rarely prepared or inappropriately prepared for professional obligations
follows school operating procedures	infrequently or inconsistently follows school operating procedures
builds positive relationships with students, staff, and community	rarely builds positive relationships with students, staff, and community

Counselor Observation

The TUSD School Counseling Program and school counselor job description identify four areas of the school counseling program delivery system (categories of school counseling services):

- **Classroom/Group Guidance:** Through classroom and group guidance, school counselors address skills or competencies that all students should achieve. These competencies are delineated by the American School Counselor Association Standards. To help students master appropriate developmental tasks, counselors use guidance curriculum and work with students in the classroom or in small-group settings.
- **Responsive Counseling:** School counselors respond to individual needs through responsive counseling, addressing academic, social, and/or personal issues which are barriers to learning. The school counselor helps students individually and in small groups, consults with parents and appropriate staff, and acts as a liaison between the school and community agencies. In addition, school counselors provide crisis intervention services for students and their families as needed.
- **Individual Planning:** School counselors provide support for productive decision making about educational and career planning by guiding students in the identification and implementation of their goals. School counselors, students, parents, and staff share involvement in this process. Specific activities may include the development and revision of their ECAP (Education and Career Action Plan), postsecondary planning, counseling students with academic difficulties, and assisting in program planning for students with special needs. School counselors work to help young people make sound decisions about academic program, educational choices, and career opportunities.
- **System/Program Support:** Counseling and guidance activities that are necessary for the effective implementation of the school's program are included in this service component. School counselors support articulation, orientation, and registration of students. They may also offer training that provides staff development opportunities. Counselors serve on appropriate school committees that analyze student needs and plan for school improvement. Through this component, counselors may generate activities to improve school climate, enhance positive behavior, and support academic achievement for all students.

Because the role of the counselor involves an array of services, counselors should be observed conducting a variety of professional activities.

Observed activities may include—

- classroom/group guidance,
- responsive counseling in small groups,
- group presentations or workshops,
- staff development activities,
- participation in grade-level or team meetings,
- contributions to Child Study/IEP team meetings,

- parent conferences,
- parent education/outreach,
- transition/articulation activities,
- 504 case management activities,
- informal interactions with students, parents, and/or staff, or
- guidance department meetings

Additional Data Sources

In addition to observations, other data sources must be included during the formal evaluation of school counselors. Counselors are encouraged to assemble a portfolio of documentation that demonstrates that they have met the Professional Standards for School Counselors.

Additional data sources may include—

- the TUSD School Counseling Department quarterly audits;
- Principal/Counselor Agreement,
- evidence of work on professional development plans;
- needs assessment results;
- counselor logs;
- counselor schedules (weekly, monthly, yearly),
- counselor caseload and/or record-keeping data;
- informational publications generated by the counselor such as newsletters, brochures, and pamphlets;
- classroom/group guidance lesson plans;
- handouts, worksheets, or other counselor-generated classroom/group guidance materials;
- student work samples generated during classroom/group guidance activities;
- Functional Behavioral Assessments (FBA) generated by the school counselor;
- student behavior/academic contracts generated by the school counselor;
- surveys or other evidence of requesting feedback from teachers, parents, and/or students;
- agendas of meetings, presentations, workshops, or staff development activities led by the school counselor;
- written communication with administrators, parents, students, and/or staff;
- letters sent to school counselors by administrators, parents, students, and/or staff;
- evidence of workshop attendance and follow-up reflection about integrating workshop content into practice;
- visual evidence of the presence of a school counseling program such as posters, information, counselor office/work area is student friendly and easily assessable
- informal interviews conducted with guidance department counselors; or
- any other documentation addressing the Performance Criteria for School Counselors.