



South Dakota School Counselor Evaluation Supporting Document

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- Professional Disclaimer
 - *The framework for specialists described here should not be considered the last word on the subject; like the domains and components of the framework for teaching, they may have to be slightly modified to adequately reflect the conditions in any particular location. Charlotte Danielson Enhancing Professional Practice A Framework for Teaching pg. 110*

School Counselor Description by Charlotte Danielson:

- ▶ Work with other educators to ensure student success.
- ▶ Address student's emotional needs and design a course for their lives and careers beyond high school.
- ▶ Proactive guidance services are offered through a curriculum of classroom presentations based upon developmental needs of children's age.
- ▶ Provide responsive services that emerge from issues that appear either in students or groups as a whole.
- ▶ Help students acquire communication skills, healthy self-images and appropriate relationships.
- ▶ Help students determine strengths for postsecondary planning.
- ▶ Serve as a resource to students, teachers, parents, and the school as a whole.
- ▶ Design appropriate academic program to eliminate negative behaviors.
- ▶ Collaborate with teachers to present guidance lessons for behavior management, or classroom procedure management.
- ▶ Regularly confer with parents about any number of issues that affect student learning, typically related to behavior and emotions.
- ▶ Interpret cognitive, aptitude, and achievement tests, student records, and assist stakeholders in identifying and resolving student needs, issues, and problems.

Charlotte Danielson Framework Review

- School counselors are represented under the specialist’s area in Danielson’s “Framework for Teaching”. Through this specialist identification school counselors follow the same four core domains of highly effective educators as outlined below.
 - Domain 1: Planning and Preparation
 - Every specialist must plan and prepare
 - For some specialists, the knowledge of resources is critical.
 - Domain 2: The Environment
 - For school counselors the environment may principally be an office or a center that students go to and that should be inviting.
 - Domain 3: Delivery of Service
 - All specialists do important work, but not all of it is actual teaching; in some cases it involves assessing individual student needs or conducting small-group or individual counseling sessions.
 - Domain 4: Professional Responsibilities
 - All specialists reflect on their practice and maintain records.
 - For some of specialists or school counselors, communicating with families is an even more significant part of their work than is the case with classroom teachers.
 - All specialists participate in a professional community, and their collaboration with other teachers in the school is absolutely central to their work.

- Intertwined within each domain contain specific components which are outlined in the next section entitled “Domain Overview”. In this section you will find various components and under each component contain possible evidence which will guide school counselors in an understanding of various roles in which may be evaluated.

**Note: These examples of possible evidence are merely an overview of comprehensive duties for which school counselors may be evaluated. Each specific school counselor should identify and provide evidence suitable for their role within their school.*

DOMAIN OVERVIEW

Domain 1 for School Counselors: Planning and Preparation

| Component | Level of Performance | | | |
|--|--|--|--|--|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| <u>1a: Demonstrating knowledge of counseling theory and techniques</u> | Counselor demonstrates little understanding of counseling theory and techniques | Counselor demonstrates basic understanding of counseling theory and techniques | Counselor demonstrates understanding of counseling theory and techniques | Counselor demonstrates deep understanding of counseling theory and techniques |
| <i>Possible evidence: Professional development, literature/resources, policy reviews/handbooks, situational examples, IEP's, small groups, best practices (procedure for suicidal ideation, consultation for IEP's), observations.</i> | | | | |
| <u>1b: Demonstrating knowledge of child and adolescent development</u> | Counselor displays little or no knowledge of child and adolescent development. | Counselor displays partial knowledge of child and adolescent development. | Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which the individual students follow the general patterns. |
| <i>Possible evidence: Professional development, lesson plans, presentations, meeting agendas (senior class meetings, etc) IEP's, referrals, student activity/interaction, observations</i> | | | | |
| <u>1c: Establishing goals for the counseling program appropriate to the setting and the students served.</u> | Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the student. | Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. | Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. | Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the student and have been developed following consultation with students, parents, and colleagues. |
| <i>Possible evidence: Master calendar, measurable data (DSTEP, school improvement teams, attendance, behavior, etc), pre-post assessments, climate surveys, needs assessments, school profile, create and monitor annual program goals.</i> | | | | |
| <u>1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district</u> | Counselor demonstrates little or no knowledge of governmental regulations and of resources for student available through the school or district. | Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly. | Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school. | Counselor's knowledge of governmental regulations and of resources for student is extensive, including those available through the school or district and in the community. |
| <i>Possible evidence: Professional development, 504's/IEP's, regulations, school law, mandatory reporting, ethics, school counseling program and other resource brochures (pregnancy, violence, etc) Resources school handbook, local, government, agencies, policies. Post-secondary planning: Financial aid, admissions, military, career. Elementary school admission (immunizations, social security numbers, FERPA, etc).</i> | | | | |
| <u>1e: Planning the counseling program, integrated with the regular school program</u> | Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure | Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Counselor has developed a plan that includes the important aspects of counseling in the setting. | Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. |
| <i>Possible evidence: Master calendar/action plan, guidance curriculum (character counts, bullying programs, etc.), needs assessment, mission statement (aligned with school's mission statement), Refer to ASCA or SD Comprehensive School Counseling Model for sample.</i> | | | | |

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|--|---|--|--|--|
| <u>1f: Developing a plan to evaluate the counseling program</u> | Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Counselor has a rudimentary plan to evaluate the counseling program. | Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |
| Possible evidence: Portfolios, rubric, pre-post assessments for guidance units, communication with staff and administration, SD Comprehensive Counseling Model, needs assessment (parent, teachers, students, community, etc.) See 1c and 1d. | | | | |
| <u>Domain 2 for School Counselors: The Environment</u> | | | | |
| | Level of Performance | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <u>2a: Creating an environment of respect and rapport</u> | Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. | Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. | Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. | Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. |
| Possible evidence: Student request forms, surveys, visibility to students (hallways, activities), immediate interventions, school climate involvements, leadership initiative, personal statements from parents, teachers, students, thank you's, etc, student interaction observations (also informal – student activities, hallways, etc.) | | | | |
| <u>2b: Establishing a culture for productive communication</u> | Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers. | Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. | Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. | The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. |
| Possible evidence: Teachers referral documentation, teacher/student mediation, presentations, committees, special programs, educate student on productive communication, conflict resolutions, etc., modeling productive communication (non-formal observations). | | | | |
| <u>2c: Managing routines and procedures</u> | Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counseling center or classroom. | Counselor's routines for the counseling center or classroom work effectively. | Counselor's routines for the counseling center or classroom are seamless, and students assist to maintain them. |
| Possible evidence: Posted availability/daily schedule (whiteboard, posted schedule, request form), master calendar, referral procedure, informed consent (visible/documented), time on task effectiveness to program (direct services, administrative duties, etc), suggested percentages can be found within SD Comprehensive School Counseling Model. | | | | |
| <u>2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.</u> | Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school. | Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. | Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. | Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. |
| Possible evidence: Active leadership roles, committee involvement, counseling session times focused and goal oriented, session expectations and limitations, student/staff conduct (handbook, policies/procedures). | | | | |

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| <u>2e: Organizing physical space</u> | The physical environment is in disarray or is inappropriate to the planned activities. | Counselor's attempts to create an inviting and well organized physical environment are partially successful. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. |
| <i>Possible evidence: Inviting space, files organized, overall organization of space, developmentally appropriate materials and environment, student artwork, no hazards</i> | | | | |
| Domain 3 for School Counselors: Delivery of Service | | | | |
| Level of Performance | | | | |
| Component | Unsatisfactory | Basic | Proficient | Distinguished |
| <u>3a: Assessing students needs</u> | Counselor does not assess students needs, or the assessments results in inaccurate conclusions. | Counselor's assessments of student needs are perfunctory. | Counselor assesses student needs and knows the range of student needs in the school. | Counselor conducts detailed and individual assessments of student needs to contribute to program planning. |
| <i>Possible evidence: Climate survey, needs assessments, use of career, academic, personal/social planning and assessments (ACT, ASVAB, SRB, SDMyLife, Personal Learning Plans), referrals, 360 degree evaluations</i> | | | | |
| <u>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.</u> | Counselor's program is independent of identified student needs. | Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. | Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. | Counselor helps individual students and teachers formulate academic, personal/social, and career plans. |
| <i>Possible evidence: advisory, use of career, academic, personal/social planning (see above), master calendar, classroom guidance, graduation requirements, contact log, PLP.</i> | | | | |
| <u>3c: Using counseling techniques in individual and classroom programs.</u> | Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. |
| <i>Possible evidence: Collaboration with other school counselors, resource officers, supervision, etc., observable situations, coordination of activities (special programs, college recruiters, etc.)</i> | | | | |
| <u>3d: Brokering resources to meet needs</u> | Counselor does not make connections with other programs in order to meet student needs. | Counselor's efforts to broker services with other programs in the school are partially successful. | Counselor brokers with other programs within the school or district to meet student needs. | Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. |
| <i>Possible evidence: Coordination of assemblies, speakers, career assessment interpretations, parent workshops, SPED, TAG, TAT, RTI, transition program, free resources (Upward bound, talent search, teaching tolerance, Great Lakes, HRSA, etc., referrals, SDMyLife</i> | | | | |
| <u>3e: Demonstrating flexibility and responsiveness</u> | Counselor adheres to the plan or program, in spite of evidence of its inadequacy. | Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. | Counselor makes revisions in the counseling program when they are needed. | Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. |
| <i>Possible evidence: Observations, contact log, time task analysis, needs assessments, crisis plan implementation, providing staff development, active professional development, active best practices, flexibility in scheduling, crises, needs assessments, surveys, 360 evaluations, etc.</i> | | | | |

Domain 4 for School Counselors: Professional Responsibilities

| Component | Level of Performance | | | |
|--|---|---|---|---|
| | Unsatisfactory | Basic | Proficient | Distinguished |
| <u>4a: Reflecting on practice</u> | Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. | Counselor’s reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Counselor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. | Counselor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies. |
| Possible evidence: Establishing personal and professional goals, reflection (formal and informal, reviewing personal/professional goals, etc.) Document meeting administrators to review counseling goals. Staff and student meetings regarding counseling program (strengths, weaknesses, needs). Yearly review/program audit. Develop personal wellness plan (mental, physical, emotional, etc.). | | | | |
| <u>4b: Maintaining records and submitting them in a timely fashion</u> | Counselor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. | Counselor’s reports, records, and documentation are generally accurate but are occasionally late. | Counselor’s reports, records, and documentation are accurate and are submitted in a timely manner. | Counselor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools. |
| Possible evidence: School policy paperwork and documentation. Handling confidential materials (secure). Timely referrals (DSS, CPS, agencies, etc.). Organized, logical record keeping. | | | | |
| <u>4c: Communicating with families</u> | Counselor provides no information to families, either about the counseling program as a whole or about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. |
| Possible evidence: Introduction to counseling program letter (newsletter, brochure, website). Informed consent, back to school night, student handbook, verbal reminders, parent contact log (email, phone tally), parent outreach (parent/teacher conferences), Multimedia presentations. | | | | |
| <u>4d: Participating in a professional community</u> | Counselor’s relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. | Counselor’s relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. | Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| Possible evidence: Membership in professional organizations (local, state, national), leadership roles, volunteering, committees, extra-curriculars. | | | | |
| <u>4e: Engaging in professional development</u> | Counselor does not participate in professional development activities when such activities are clearly needed for the development of counseling skills. | Counselor’s participation in professional development activities is limited to those that are convenient or are required. | Counselor seeks out opportunities for professional development based on an individual assessment of need. | Counselor actively pursues professional development opportunities and make a substantial contribution to the professional through such activities as offering workshops to colleagues. |
| Possible evidence: Presenting at conferences, active attendance at conferences and professional development opportunities, presenting or attending in-services, CEU’s (webinars, etc.). | | | | |
| <u>4f: Showing professionalism</u> | Counselor displays dishonesty in interactions with colleagues, students, and the public; | Counselor is honest in interactions with colleagues, students, and the public; does | Counselor displays high standards of honesty, integrity, and confidentiality in | Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, |

| | | | | |
|--|---|------------------------------|--|---|
| | violates principles of confidentiality. | not violate confidentiality. | interactions with colleagues, students and the public; advocates for students when needed. | taking a leadership role with colleagues. |
| Possible evidence: <i>Observations (via administration, other, etc.), communicating respectfully, maintaining confidentiality, approach to advocating for students.</i> | | | | |

School Counselor Evaluation Document

School Counselors Level of Performance

Unsatisfactory: The professional performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

Basic: The professional performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements, but implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, collaboration with school counselors, and experience will enable the school counselor to become proficient in this area.

Proficient: The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

Distinguished: The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both within as well as outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for students' academic, personal/social and career development.

South Dakota School Counselor Annual Professional Evaluation Report

Name: _____

School: _____

Position: _____

Year: _____

Please refer to the School Counselors Level of Performance Rubric for the following:

U= Unsatisfactory B = Basic P = Proficient D = Distinguished

| Domain 1: Planning and Preparation | U | B | P | D |
|--|----------|----------|----------|----------|
| 1a: Demonstrating knowledge of counseling theory and techniques | | | | |
| 1b: Demonstrating knowledge of child and adolescent development | | | | |
| 1c: Establishing goals for the counseling program appropriate to the setting and the students served. | | | | |
| 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district | | | | |
| 1e: Planning the counseling program, integrated with the regular school program | | | | |
| 1f: Developing a plan to evaluate the counseling program | | | | |
| Domain 1 – Comments: (evidence of strengths and areas of improvement) | | | | |
| | | | | |

| Domain 2: The Environment | U | B | P | D |
|---|----------|----------|----------|----------|
| 2a: Creating an environment of respect and rapport | | | | |
| 2b: Establishing a culture for productive communication | | | | |
| 2c: Managing routines and procedures | | | | |
| 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school. | | | | |
| 2e: Organizing physical space | | | | |
| Domain 2 – Comments: (evidence of strengths and areas of improvement) | | | | |
| | | | | |

| Domain 3: Delivery of Service | U | B | P | D |
|--|----------|----------|----------|----------|
| 3a: Assessing students needs | | | | |
| 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs. | | | | |
| 3c: Using counseling techniques in individual and classroom programs. | | | | |
| 3d: Brokering resources to meet needs | | | | |
| 3e: Demonstrating flexibility and responsiveness | | | | |
| Domain 3 – Comments: (evidence of strengths and areas of improvement) | | | | |
| | | | | |

| Domain 4: Professional Responsibilities | U | B | P | D |
|--|----------|----------|----------|----------|
| 4a: Reflecting on practice | | | | |
| 4b: Maintaining records and submitting them in a timely fashion | | | | |
| 4c: Communicating with families | | | | |
| 4d: Participating in a professional community | | | | |
| 4e: Engaging in professional development | | | | |
| 4f: Showing professionalism | | | | |
| Domain 4 – Comments: (evidence of strengths and areas of improvement) | | | | |
| | | | | |

Evaluation Summary

School Counselor: _____

Evaluator: _____

School: _____

Position: _____

Year Evaluation Completed: _____

Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

| | |
|--|-------|
| This evaluation has been discussed with me. <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| Evaluator Signature | Date: |
| School Counselor Signature | Date: |

School Counselor Work Group

Alyssa Krogstrand – DOE

Brady Sumners – School Counselor, Spearfish High School

Celeste Burow-Uthe – School Administrator, Sioux Falls Public Schools

Diana Holzer – School Counselor, Timber Lake School District

Jason Uttermark – School Administrator, Aberdeen Public Schools

Jill Kessler – School Counselor, Cheyenne-Eagle Butte School District

Kim Goebel – School Counselor, Gettysburg School District

Levi Reindl – School Counselor, Kimball School District

Lisa Hansen – School Counselor, Chester School District

Shelia Anderson – School Counselor, Britton-Helca School District

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Questions may be directed to:

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Resources:

Enhancing Professional Practice, A Framework for Teaching 2nd Edition, Charlotte Danielson

Annual Professional Performance Review Plan; Garden City Public Schools, Garden City, New York; 2007