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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Educator Name: | Click here to enter text. | | | | | | | | | | | | | | |
| Subjects(s): | Click here to enter text. | | | Grade Level(s): | | | Click here to enter text. | | | | | | | | |
| Administrator Name: | | Click here to enter text. | | School/Location: | | | Click here to enter text. | | | | | | | | |
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| First Formal Observation Date(s) | | | |  | Informal Observation Date(s) (10 minutes per observation) | | | | | | | | | | |
| First Pre-Observation: | | | Click here to enter a date. |  | Date Observed: | | | | | | Click here to enter a date. | | | | |
| First Observation (30 minutes): | | | Click here to enter a date. |  | Date Observed: | | | | | | Click here to enter a date. | | | | |
| First Post-Observation: | | | Click here to enter a date. |  |  | | | | | | | | | | |
|  | | | | | | | | | | | | | | | |
| If non-tenured: Second Formal Observation Date(s) | | | |  | Informal Observation Date(s) (10 min per observation) | | | | | | | | | | |
| Second Pre-Observation: | | | Click here to enter a date. |  | Date Observed: | | | | | Click here to enter a date. | | | | | |
| Second Observation (30 minutes): | | | Click here to enter a date. |  | Date Observed: | | | | | Click here to enter a date. | | | | | |
| Second Post-Observation: | | | Click here to enter a date. |  |  | | | | | | | | | | |
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| **Domain 1: Planning and Preparation (Management)** | | | | | | OVERALL PROFICIENT: DOMAIN 1 | | | | | | | | |  |
| The professional school counselor plans and manages the delivery of the comprehensive school counseling program | | | | | | | | | | | | | | | |
| Component 1: Develops and maintains a comprehensive counseling program | | | | | | | | | UNSAT | | | | BASIC | PROF | EXPL |
| Accesses or collects relevant data | | | | | | | | |  | | | |  |  |  |
| Assesses use of time | | | | | | | | |  | | | |  |  |  |
| Develops calendars | | | | | | | | |  | | | |  |  |  |
| Designs and implements action plans | | | | | | | | |  | | | |  |  |  |
| Creates **KPBSD Annual School Counselor Goals** and shares with administrator | | | | | | | | |  | | | |  |  |  |
| Evidence for Domain 1: | | | | | | | | | | | | | | | |
| **Domain 2: The Environment (Foundation and School Counseling Program)** | | | | | | OVERALL PROFICIENT: DOMAIN 2 | | | | | | | | |  |
| The professional school counselor monitors and evaluates the processes and results of the comprehensive school counseling program | | | | | | | | | | | | | | | |
|  | | | | | | | | | UNSAT | | | | BASIC | PROF | EXPL |
| Component 2: Develops a school counseling mission statement and vision; establishes goals | | | | | | | | |  | | | |  |  |  |
| Component 3: Counseling program is based on student standards | | | | | | | | |  | | | |  |  |  |
| Component 4: Conducts a yearly program evaluation | | | | | | | | |  | | | |  |  |  |
| Uses student achievement and achievement-related data for program modification | | | | | | | | |  | | | |  |  |  |
| Assesses, analyzes, interprets, disaggregates, and presents process, perception, and results data | | | | | | | | |  | | | |  |  |  |
| Evidence for Domain 2: | | | | | | | | | | | | | | | |
| **Domain 3: Delivery of Service (Delivery)** | | | | | | OVERALL PROFICIENT: DOMAIN 3 | | | | | | | | |  |
| The professional school counselor implements the delivery of the comprehensive school counseling program | | | | | | | | | | | | | | | |
| Component 5: Spends 80% of time in direct and indirect services to students | | | | | | | | | UNSAT | | | | BASIC | PROF | EXPL |
| Engages students to establish academic, personal/social, and career goals | | | | | | | | |  | | | |  |  |  |
| Counsels individual students and groups of students | | | | | | | | |  | | | |  |  |  |
| Consults effectively with parents, teachers, administrators, and other stakeholders | | | | | | | | |  | | | |  |  |  |
| Implements an effective referral process | | | | | | | | |  | | | |  |  |  |
| Implements an effective crisis response plan | | | | | | | | |  | | | |  |  |  |
| Demonstrates knowledge of common counseling techniques and theory | | | | | | | | |  | | | |  |  |  |
| Evidence for Domain 3: | | | | | | | | | | | | | | | |
| **Domain 4: Professional Responsibilities (Accountability)** | | | | | | OVERALL PROFICIENT: DOMAIN 4 | | | | | | | | |  |
| The professional school counselor uses the skills of leadership, advocacy and collaboration to act as a systems change agent to create an environment promoting and supporting student success | | | | | | | | | | | | | | | |
| Component 6: Program management and school support activities account for 20 percent of time or less | | | | | | | | | UNSAT | | | | BASIC | PROF | EXPL |
| Participates in educational professional development; participates in school and district projects | | | | | | | | |  | | | |  |  |  |
| Provides consultation, training and leadership; relationships with colleagues | | | | | | | | |  | | | |  |  |  |
| Carries out “fair share” of responsibilities in service to the school | | | | | | | | |  | | | |  |  |  |
| Component 7. Maintains professionalism | | | | | | | | |  | | | |  |  |  |
| Component 8. Uses advocacy skills | | | | | | | | |  | | | |  |  |  |
| Component 9. Uses collaboration | | | | | | | | |  | | | |  |  |  |
| Evidence for Domain 4: | | | | | | | | | | | | | | | |
| **Statement**: *A formal conference was held on* **Click here to enter a date.** *with my evaluator. I understand that I have five work days to study and prepare a response which will be attached to this evaluation prior to being sent to Human Resources. My response will become a part of this evaluation. I also understand that my signature below does not necessarily mean that I agree with the evaluation.* | | | | | | | | | | | | | | | |
| Administrator’s signature: | | |  | | | | | Date: | | | |  | | | |
| Educator’s signature: | | |  | | | | | Date: | | | |  | | | |