

GLOUCESTER CITY SCHOOL DISTRICT  
GUIDANCE COUNSELOR EVALUATION RUBRIC 2017-2018

Name:

Evaluator:

Date:

Title:

Focus:

Pre-Conf

Post-Conf

**PERFORMANCE STANDARD #1: PLANNING AND PREPARATION**

**Special Service Providers plan for quality service using a comprehensive approach.**

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		<b>Unsatisfactory (Developing)</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Distinguished</b>
1a	Incorporate knowledge of counseling standards	<input type="checkbox"/> Demonstrates little understanding of counseling standards.	<input type="checkbox"/> Demonstrates basic knowledge of counseling standards.	<input type="checkbox"/> Incorporates the counseling standards in planning activities and services on a consistent basis.	<input type="checkbox"/> Incorporates the counseling standards which guide all aspects of program development, implementation and evaluation.
1b	Demonstrate knowledge of a child and adolescent development.	<input type="checkbox"/> Displays little or no knowledge of child and adolescent development.	<input type="checkbox"/> Displays knowledge of child and adolescent development.	<input type="checkbox"/> Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine counseling activities.	<input type="checkbox"/> Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine counseling activities.
1c	Establish goals for the counseling program to support student learning.	<input type="checkbox"/> Has no clear goals for the counseling program or they do not support student learning.	<input type="checkbox"/> Outlines goals for the counseling program that are rudimentary and occasionally focus on student learning.	<input type="checkbox"/> Establishes goals for the counseling program that are clear with outcomes intended to positively impact student learning.	<input type="checkbox"/> Establishes goals for the counseling program that are clear, well developed with evidence demonstrating a positive impact on student learning.

1d	<p>Establish session goals or meeting outcomes.</p> <p>Spot Observation Form</p>	<input type="checkbox"/> Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.	<input type="checkbox"/> Appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.	<input type="checkbox"/> Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.	<input type="checkbox"/> Encourages student understanding of the goals and purpose of each session or evaluation. Meeting outcomes are clarified in advance and participants know what is expected of them.
1e	<p>Plan interventions, accommodations &amp; modifications to maximize likelihood of student success.</p> <p>Spot Observation Form</p>	<input type="checkbox"/> Unaware of needs of students based on data. Makes no suggestions for interventions for students with individual needs.	<input type="checkbox"/> Communicates individual needs of students to appropriate school personnel. Makes minimal suggestions for interventions based on data. Provides minimal monitoring and/or follow-up of interventions.	<input type="checkbox"/> Demonstrates knowledge of child/adolescent cognitive development and applies this knowledge in developing effective interventions to promote learning. Incorporates assessment information to the development and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Assists in developing and monitoring measurable interventions.	<input type="checkbox"/> Applies knowledge of cognitive child/adolescent development and uses pertinent achievement data to help develop interventions linking the students' individual learning needs with the most appropriate intervention strategy. Counselor stays current with available building and district intervention resources and programs.

