

2022-23 Counselor Evaluation

Hire Month:		Year:	
Last Evaluation Month:		Year:	
Building/Department Assignment:			

This evaluation tool is an adaptation of Charlotte Danielson's work with review of the literature of Doug Reeves and others. It may not be shared outside of Richmond Community School District without copyright permission from ASCD. Richmond's yearly copyright permission is limited to our three buildings. The evaluation has been revised to meet PA173 of 2015 compliance, signed into law on November 5, 2015. Detailed rubrics are available on the District's website under the *School Board* tab.

Domain 1 - Planning and Preparation		#DIV/0!	10.0%	#DIV/0!
1a. Demonstrating Knowledge of School Counseling Theory	School Counselor demonstrates solid understanding of school programming, counseling techniques, and theory.			
1b. Demonstrating Knowledge of Students.	School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. Counselor displays accurate and detailed knowledge of students' skills, special needs, interests and cultural heritages.			
1c. Establishing Counseling Outcomes.	School Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. Counseling outcomes represent rigorous and important expectations for student learning and achievement.			
1d. Demonstrating Knowledge of Resources.	School Counselor displays knowledge of resources available to students through the school or district, as well as those in the community, on the internet, and other sources external to the school. School Counselor seeks resources to extend their own professional skills and knowledge.			
1e. Designing a Coherent Counseling Program	School Counselor plan includes important aspects of counseling in the school setting and includes school goals. Counseling programs follow an organized progression with differentiation for different groups of students. School Counselor routinely seeks			
1f. Designing Program Assessment.	School Counselor's plan to assess services is organized around clear goals, criteria, and standards related to the collection of evidence. School Counselor has a well-developed strategy for using formative assessment data.			

Domain 2 - The Classroom Environment		#DIV/0!	20.0%	#DIV/0!
2a. Creating an Environment of Respect and Rapport.	School Counselor's interactions with students, parents and staff are respectful and appropriate to the ages, cultures, and developmental levels of the students. The counselor actively promotes positive interactions. The counseling environment is one in which participants feel safe and respected			
2b. Establishing a Culture for Learning	The counseling program and environment is characterized by a consistent commitment of effort and investment of energy by the School Counselor and students. Students show positive regard for the importance of the counseling work. School Counselor interacts with all students to encourage hard work and support learning. School Counselor seeks to ensure that all students are college and career ready			
2c. Managing Routines and Procedures.	School Counselor's routines and procedures for the counseling center or classroom work are effective. Procedures for scheduling time with the counselor are established, communicated to students, and followed. Schedule and use-of-time data are available, used, and fully maintained. Students know and follow established routines with minimal guidance and prompting			
2d. Managing Student Behavior.	School Counselor has established clear standards of conduct for counseling sessions or classroom. Student behavior in counseling sessions is generally appropriate. School Counselor makes significant effort to offer assistance to staff or families with student behavior.			
2e. Organizing Physical Space	The School Counseling center or classroom arrangements are inviting and conducive to the planned activities. All areas of the counseling center are accessible to students with special needs			

Domain 3 - Instruction		#DIV/0!	20.0%	#DIV/0!
3a. Communicating with Students	School Counselor regularly communicates with students. School Counselor's oral and written communications are clear and accurate. School Counselor's use of academic and counseling vocabulary is precise and serves to extend understanding. School Counselor makes regular efforts at two-way communication with students			
3b. Using Appropriate Counseling Techniques.	School 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 for future planning			
3c. Assessing Student Needs	School Counselor assists the students in formulating clear, purposeful, and personalized plans			
3d. Using assessment in instruction.	School Counselor consistently assesses the progress students are making in programs and consults with team members to discuss students' needs. Feedback to students is accurate and specific; students frequently engage in self-assessment. School Counselor uses assessment to determine appropriate school-wide services to address the needs of the student population			
3e. Implementing Responsive Services	School Counselor holds individual and/or small group counseling sessions to assist students with academic, career, and personal/social issues in response to emergent student needs and concerns			

Domain 4 - Professional Responsibilities		#DIV/0!	10.0%	#DIV/0!
4a. Reflecting on Practice.	School Counselor's reflection on practice is accurate and objective, based on evidence-based standards, and cites both positive and negative characteristics. School Counselor makes specific suggestions for improving practice based on the ASCA Model			
4b. Maintaining Accurate Records and Using Appropriate Data to Guide Practice.	School Counselor's reports, records, and documentation are accurate and are submitted in a timely manner. School Counselor's practices related to safekeeping and maintenance of student records are consistent with district and national standards. School Counselor uses student data to guide decision making			

4c. Communicating with Families, Staff, and Community.	School Counselor provides thorough and accurate information to families, staff or the community about the counseling program as a whole and about individual students. School Counselor successfully communicates the vision and mission statement of the program. School Counselor frequently engages families in the programs offered by the counseling department. School Counselor consistently follows confidentiality guidelines. Communications are conveyed in a culturally sensitive manner.	
4d. Participating in the Professional Community.	School Counselor's interactions with other counselors and colleagues are characterized by mutual support and collaboration. The counselor volunteers to participate in school events and school/district projects, making a substantial contribution. The School Counselor actively participates in a professional learning community.	
4e. Growing and Developing Professionally	School Counselor seeks out opportunities for individual and/or collaborative professional development based on an individual assessment of need. School Counselor actively engages with colleagues and supervisors in professional conversations about practice, including feedback about practice. School Counselor frequently contributes to the collective knowledge of colleagues.	
4f. Showing Professionalism.	School Counselor displays high standards of honesty, integrity, and professional behaviors in interactions with colleagues, students, families and the community. School Counselor consistently advocates for families' or students' social, behavioral or academic needs. School Counselor fully complies with school, district, and professional regulations.	

Domain 5 - Student Achievement Growth and Assessments. The Michigan Revised School Code 380.1249 Section 2a(ii). If there are student growth and assessment data available for a teacher for at least 3- school years, the annual year-end evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school-year period. If there are not student growth and assessment data available for a teacher for at least 3 school years, the annual year-end evaluation shall be based on all student growth and assessment data that are available for the teacher.

Domain 5a - Student Growth Proficiency (SGP). The percentage of students that met their <i>Student Growth Proficiency</i> , as defined by the State, on the English Language Arts (ELA) and Mathematics (M) M-STEP.		3.00	20.0%	0.60
		2021-22	2020-21	2019-20
Grade 3 English Language Arts Student Growth Proficiency	4 = More than 10 pts Over County/State Avg. 3 = 10 pts Over to 5 pts under		N/A	N/A
Grade 3 Mathematics Student Growth Proficiency	2 = More than 5 pts Under to 15 pts Under 1 = More than 15 pts Under		N/A	N/A
Grade 4 English Language Arts Student Growth Proficiency	4 = 60-100% 3 = 40-59.9% 2 = 20 - 39.9% 1 = 0 - 19.9%		N/A	N/A
Grade 4 Mathematics Student Growth Proficiency			N/A	N/A
Grade 5 English Language Arts Student Growth Proficiency	4 = 60-100% 3 = 40-59.9% 2 = 20 - 39.9% 1 = 0 - 19.9%		3	N/A
Grade 5 Mathematics Student Growth Proficiency			3	N/A
Grade 6 English Language Arts Student Growth Proficiency	4 = 60-100% 3 = 40-59.9% 2 = 20 - 39.9% 1 = 0 - 19.9%		3	N/A
Grade 6 Mathematics Student Growth Proficiency			3	N/A
Grade 7 English Language Arts Student Growth Proficiency	4 = 60-100% 3 = 40-59.9% 2 = 20 - 39.9% 1 = 0 - 19.9%		2	N/A
Grade 7 Mathematics Student Growth Proficiency			3	N/A
Grade 8 English Language Arts Student Growth Proficiency	4 = 60-100% 3 = 40-59.9% 2 = 20 - 39.9% 1 = 0 - 19.9%		3	N/A
Grade 8 Mathematics Student Growth Proficiency			3	N/A
Grade 8 PSAT Mathematics	4 = More than 10 pts Over County/State Avg. 3 = 10 pts Over to 5 pts under		N/A	N/A
Grade 8 PSAT Evidence Based Reading and Writing	2 = More than 5 pts Under to 15 pts Under 1 = More than 15 pts Under		N/A	N/A
Grade 9 PSAT Mathematics	4 = More than 10 pts Over County/State Avg. 3 = 10 pts Over to 5 pts under		N/A	N/A
Grade 9 PSAT Evidence Based Reading and Writing	2 = More than 5 pts Under to 15 pts Under 1 = More than 15 pts Under		N/A	N/A
Grade 10 PSAT Mathematics	4 = More than 10 pts Over County/State Avg. 3 = 10 pts Over to 5 pts under		N/A	N/A
Grade 10 PSAT Evidence Based Reading and Writing	2 = More than 5 pts Under to 15 pts Under 1 = More than 15 pts Under		N/A	N/A
Grade 11 SAT Mathematics	4 = More than 10 pts Over County/State Avg. 3 = 10 pts Over to 5 pts under		N/A	N/A
Grade 11 SAT Evidence Based Reading and Writing	2 = More than 5 pts Under to 15 pts Under 1 = More than 15 pts Under		N/A	4

Domain 5b - NWEA. Percentage of students who met or exceeded their <i>Projected Growth Target</i> , as measured by Reading (R), Language Use (LU), and Mathematics (M) NWEA from Fall to Spring. (For 2020-21 School Year, Fall 2020 to Winter 2021 was used.)		3.00	10.0%	0.30
		2022-23	2021-22	2020-21
Grade K Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	2
Grade K Reading NWEA			3	3
Grade 1 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 1 Reading NWEA			3	3
Grade 2 Language Usage NWEA			4	3
Grade 2 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		4	3
Grade 2 Reading NWEA			3	3
Grade 3 Language Usage NWEA			4	3
Grade 3 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		4	3
Grade 3 Reading NWEA			4	3
Grade 4 Language Usage NWEA			3	3
Grade 4 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 4 Reading NWEA			3	3
Grade 5 Language Usage NWEA			3	2
Grade 5 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 5 Reading NWEA			2	3
Grade 6 Language Usage NWEA			3	2
Grade 6 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 6 Reading NWEA			3	3
Grade 7 Language Usage NWEA			3	3
Grade 7 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 7 Reading NWEA			3	3
Grade 8 Language Usage NWEA			3	3
Grade 8 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 8 Reading NWEA			3	3
Grade 9 Language Usage NWEA			3	3
Grade 9 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 9 Reading NWEA			3	3
Grade 10 Language Usage NWEA			3	3
Grade 10 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		3	3
Grade 10 Reading NWEA			3	2
Grade 11 Language Usage NWEA			N/A	N/A
Grade 11 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		N/A	N/A
Grade 11 Reading NWEA			N/A	N/A
Grade 12 Language Usage NWEA			N/A	N/A
Grade 12 Mathematics NWEA	4 = 70% or more 3 = 40% to 69.9% 2 = 20% to 39.9% 1 = 0 to 19.9%		N/A	N/A
Grade 12 Reading NWEA			N/A	N/A

Domain 5c - Teacher-Administrtor Goal for Domain #1: Planning and Preparation		2.5%	0.00
<i>Type Goal here for Domain #1. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)</i>			

Domain 5d - Teacher-Administrator Goal for Domain #2: The Classroom Environment		2.5%	0.00
<i>Type Goal here for Domain #2. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)</i>			

Domain 5e - Teacher-Administrator Goal for Domain #3: Instruction		2.5%	0.00
<i>Type Goal here for Domain #3. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)</i>			

Domain 5f - Teacher-Administrator Goal for Domain #4: Professional Responsibilities		2.5%	0.00
<i>Type Goal here for Domain #4. Goal should be written as a SMART Goal (Specific, Measurable, Attainable, Results-oriented, and Time-bound)</i>			

Comments
<i>Type evaluation comments here.</i>

Overall Evaluation Score	100.0%	#DIV/0!
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 Teacher's Signature * **AND** Date

 Administrator's Signature **AND** Date

 Superintendent's Signature ** **AND** Date

Overall Evaluation Rating (Also used for Merit Pay calculation, as required by law)

Highly Effective (3.51 - 4.00)	
Effective (2.86 - 3.50)	
Minimally Effective (2.00 - 2.85)	
Ineffective (0.00 - 1.99)	

* The signature of the teacher represents receipt of evaluation, not agreement. Any written rebuttals must be received by the Superintendent, no later than June 30th of the evaluation year.
 ** The signature of the Superintendent is only an indication that the evaluation has been reviewed by the Superintendent

Used in conjunction with Evaluation for Placement, Lay-off or Recall Decisions

Beebe Factors (Used in Placement and Lay-off Decisions)		#DIV/0!	50.0%	#DIV/0!
Demonstrated Pedagogical Skills . The teacher's plans and practice reflects solid knowledge of the content, prerequisites relationships between important concepts, and the instructional practices specific to that discipline. The teacher must consistently demonstrate that they are implementing the strategies of Classroom Instruction that Works, as outlined in the building and district's School Improvement Plan, and other best practices for instruction. In addition, the integration of the district technology (e.g. SMART Boards/Interactive Projectors and Laptops, Tablets, and/or Smart Tables) must be evidenced in the classroom instruction.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Knowledge of the Subject Area . Classroom teaching is a complex activity that demands teachers to possess substantial thinking skills and a solid knowledge base. Knowledge of subject matter is a prerequisite for effective classroom instruction. A teacher's understanding of subject facts, concepts, principles, methodology, and important generalizations determine his/her thinking and decision-making.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Classroom Management . Classroom interactions, both between teacher and student and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental difference among groups of students.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Differentiating Instruction . Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Manner and Efficacy of Disciplining Students . Standards of conduct appear to be clear to students, and teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and respects the student's dignity. The teacher demonstrates consistently the implementation of a Positive Behavior Intervention System (PBIS) in their classroom that is aligned to the building's PBIS model.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Rapport with Parents . Teacher communicates frequently with families and successfully engages them in the instruction program. Information to families about individual student is conveyed in a culturally appropriate manner.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Rapport with Teachers . Teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Ability to withstand the strain of teaching . Teacher recognizes the challenges of teaching.	4 = Exceeds 3 = Met Expectation 2 = Below Expectations 1 = Not Met			
Attendance (through March 31st, not including Bereavement, FMLA, and Jury Duty absences)			30.0%	0.00
4 = 0 to 5 Sick Days (SD) / Personal Days (PD) 3 = more than 5 to 9 SD / PD 2 = more than 9 to 12 SD / PD 1 = more than 12 SD / PD				
Discipline			20.0%	0.00
4 = No issues 3 = Improvement more than 6 months 2 = Improvement less than 6 months 1 = No improvement				
Significant, Relevant Accomplishments				
<i>Type significant and relevant accomplishments here. Must be significant and relevant to the profession.</i>				
Relevant Special Training				
<i>Type relevant special training here.</i>				
Placement, Lay-off, and Recall Score				#DIV/0!