Swan Valley School Division
Ready to Succeed

Evaluation Schedule and Resources
School Counsellor

1. **First-Year Counsellor**: an Interim Evaluation Report in conjunction with the Feedback Report for Counsellors New to the Division in November, and a Counsellor Evaluation Summary Report by April 30 of the first year and a Counsellor Evaluation Summary Report by April 30 of the second year.

2. **Counsellors New to a School, Counsellors of Concern, or a Substantial Change in Assignment:** a Counsellor Evaluation Summary Report by April 30 of that year.

3. **Tenured Counsellors:** the annual goal setting process shall be used as a part of ongoing supervision leading to a Counsellor Evaluation Summary Report to be submitted by April 30 following every fifth year of counselling employment with the division **OR** for Counsellors who are on track and with no concerns, Administrators may choose to complete the Feedback Report for Experienced Counsellors.

4. **Counsellors continuing to have difficulties** with their professional duties shall be counselled by the School Administrator and/or Superintendent, and when in the administrator's and/or superintendent's judgment, serious deficiencies continue to exist, he/she shall notify both the counsellor and the superintendent, in writing, so that intensive supervision procedures may be initiated.

Evaluation Schedule and Resources
School Counsellor

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School Counsellor First-Year Counsellor - Professional Growth Model

Employee Name: _____

School: _____

Date Completed: _____

Administrator: _____

First-Year
***November**: Interim Evaluation Report and Feedback Report for Counsellors New to the Division.*

***April:** Counsellor Evaluation Summary Report by April 30.*

End of Second Year
***April:** Counsellor Evaluation Summary Report*

COUNSELLOR RESPONSIBILITY

- Access and review Professional Standards Rubrics.
- Reflect on Code of Professional Practice.
- Engage in pre-conferencing and identify specific professional standards to be observed.
- Prepare for walk-throughs; the Counsellor may be asked to provide a written plan to the Administrator.
- Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.
- Effects change to service delivery based on Formative feedback reports.
- Review, discuss, and sign Formative and Summative Reports.
- Keep a copy of the Counsellor Evaluation Summary Report for personal files (work portfolio).

ADMINISTRATOR RESPONSIBILITY

- Meet with Counsellor to discuss Professional Standards rubrics, general and specific.
- Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.
- Set up specific walk-through opportunities to assess professional standards and proficiency.
- Support and provide resources.
- Provide on-going, descriptive feedback reports.
- Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.
- Provide Formative Feedback in a timely manner.
- Review the Counsellor Evaluation Summary Report with Counsellor; signed by both the Counsellor and the Administrator and retained in the personnel file of the Counsellor. A copy will be given to the Counsellor and Superintendent.

TIMELINE

- **September:** A written notice of evaluation and this glance will be provided to the counsellor identifying them for evaluation.
- **October:** Counsellor and Administrator initiate the performance assessment cycle of conferencing and observing classroom practise. The observation cycle to begin no later than October 15. At least one formal observation shall be completed by October 30.
- **November:** Counsellor will receive initial feedback within the first three months of employment. The feedback shall be provided using the Interim Evaluation Report and the Feedback Report for Counsellors New to the Division; both to be placed in their personnel file. Administrators will use the Professional Standards rubrics as supporting evidence to identify areas of concern or challenge.
- **December – March:** Counsellor effects change to service delivery based on administrator feedback.
- **April:** Counsellors will receive a Counsellor Evaluation Summary Report by April 30. Administrators will use the Professional Standards rubrics as supporting evidence to identify areas of concern or challenge. Copies provided to counsellor, administrator and Superintendent.
- **May – June:** Counsellor effects change to service delivery based on administrator feedback.
- *Counsellors who continue to have difficulties with their professional duties shall be directed by the Administrator and/or Superintendent. If serious deficiencies continue, the Administrator/Superintendent will be notified in writing so intensive supervision procedures may be initiated.

School Counsellor – Professional Growth Plan

Name: _____ **School(s):** _____

Assignment: School Counsellor **Date:** _____

Goal #1 (New Counsellors only require one goal)

Area of Focus:	**Domain (1, 2, 3, 4):** _____ **What skill would you like to develop?**
Action Plan:	**What steps will you take to achieve this goal?**
Measures / Success Indicators:	**How will you know you have succeeded?**
Results / Outcomes:	**To be completed during Year-End Review:**

School Counsellor – Professional Growth Plan

Goal #2

Area of Focus:	Domain (1, 2, 3, 4): _____ What skill would you like to develop?
Action Plan:	What steps will you take to achieve this goal?
Measures / Success Indicators:	How will you know you have succeeded?
Results / Outcomes:	To be completed during Year-End Review:

Goal Setting Agreement

Employee Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Year-End Review (by June 15)

Employee Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Student Counsellor Interim Evaluation Report

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

If started at the beginning of the school year, the Interim report should be completed in November.

Distribution of Report:
- *School Counsellor*
- *Administrator*
- *Superintendent's Office*

1. Planning and Preparation

Component	Unsatisfactory	Progressing	Proficient
Date Collected:			
Conclusions:			

2. The Environment

Component	Unsatisfactory	Progressing	Proficient
Date Collected:			
Conclusions:			

C. Delivery of Service

Component	Unsatisfactory	Progressing	Proficient
Date Collected:			
Conclusions:			

D. Professional Responsibilities

Component	Unsatisfactory	Progressing	Proficient
Date Collected:			
Conclusions:			

Overall Comments by Administrator:

Administrator's Signature: _____ **Date:** _____

Counsellor's Signature: _____ **Date:** _____

(By signing, the Counsellor acknowledges having seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Feedback Report for School Counsellor New to Role

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

☐ New to the Counselling Profession

From my observations of the work of this Counsellor based on discussions, observations, visitations and other contacts, I have formed the judgement below:

☐	**I am satisfied with the performance of this Counsellor and have no concerns at this time. I will continue to observe, visit, support, and provide ongoing feedback.**
☐	**This Counsellor experienced difficulties in their transition to a counselling role; support has been provided to promote progress within the role.**
☐	**This Counsellor must show considerable improvement to merit recommendation for a second year in this role or continuation in the practice (Applies only to Counsellors new to the role).**

Overall Comments by Administrator:

Overall Comments by School Counsellor:

Administrator's: **Signature:** _____ **Date:** _____

Employee Signature: _____ **Date:** _____

Student Counsellor Evaluation Summary Report

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

Evaluation Summary Report based on rating of the Professional Standards Rubrics .
Attach the completed rubrics to this page.

A copy to be provided to the School Counsellor and filed in their personnel file.

1. Planning and Preparation

Component	Unsatisfactory	Progressing	Proficient
Comments:			

2. The Environment

Component	Unsatisfactory	Progressing	Proficient
Comments:			

C. Delivery of Service

Component	Unsatisfactory	Progressing	Proficient
Comments:			

D. Professional Responsibilities

Component	Unsatisfactory	Progressing	Proficient
Comments:			

Overall Rating

Component	Unsatisfactory	Progressing	Proficient

Overall Comments by Administrator:

Overall Comments by Counsellor:

Administrator's Signature: _____ **Date:** _____

Counsellor's Signature: _____ **Date:** _____

(By signing, the Counsellor acknowledges having seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Professional Growth Model Rubrics

School Counsellor

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

PROFESSIONAL STANDARDS SELF-ASSESSMENT INVENTORY

1. Planning and Preparation

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Demonstrating knowledge of counselling theory and techniques	Counsellor demonstrates little understanding of counselling theory and techniques.	Counsellor demonstrates basic understanding of counselling theory and techniques.	Counsellor demonstrates understanding of counselling theory and techniques.	Counsellor demonstrates deep and thorough understanding of counselling theory and techniques.
Demonstrating knowledge of child and adolescent development	Counsellor demonstrates little or no knowledge of child and adolescent development.	Counsellor demonstrates partial knowledge of child and adolescent development.	Counsellor demonstrates 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, counsellor displays knowledge of the extent to which individual students follow the general pattern.
Establishing goals for the counselling program appropriate to the setting and the students served	Counsellor has no clear goals for the counselling program, or they are inappropriate to either the situations or the age of the students.	Counsellor's goals for the counselling program are basic and are partially suitable to the situation and the age of the students.	Counsellor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students.	Counsellor's goals for the counselling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues.
Demonstrating knowledge of resources both within and beyond the school and division	Counsellor demonstrates little or no knowledge of resources for students available through the school or division.	Counsellor displays awareness of resources for students available through the school or division, but no knowledge of resource available more broadly.	Counsellor displays awareness of resources for students available through the school or division, and some familiarity with resources external to the school.	Counsellor's knowledge of resources for students is extensive, including those available through the school or division, and the community.

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Planning the counselling program, integrated with the regular school program	Counselling program consist of a random collection of unrelated activities, lacking coherence or an overall structure.	Counsellor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counsellor has developed a plan that includes the important aspects of counselling in the setting.	Counsellor's plan is highly coherent and serves to support not only the students individually and as a group, but also the broader educational program.
Developing a plan to evaluate the counselling program	Counsellor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counsellor has a basic plan to evaluate the counselling program.	Counsellor'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.	Counsellor's evaluation plan is high sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Comments:				

2. The Environment

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Creating an environment of respect and rapport	Counsellor's interactions with students are negative or inappropriate, and the counsellor does not promote positive interactions among students.	Counsellor's interactions are a mix of positive and negative, the counsellor's efforts at encouraging positive interactions among students are partially successful.	Counsellor's interactions with students are positive and respectful, and the counsellor actively promotes positive student interactions.	Students seek out the counsellor, reflecting a high degree of comfort and trust in the relationship. Counsellor teaches students how to engage in positive interactions.
Establishing a culture for productive communication	Counsellor 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.	Counsellor's attempt to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counsellor 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.
Managing routines and procedures	Counsellor's routines for the counselling center or classroom work are non-existent or in disarray.	Counsellor has basic and partially successful routines for the counselling center or classroom.	Counsellor's routines for the counselling center or classroom work effectively.	Counsellor's routines for the counselling center or classroom are seamless and students assist in maintaining them.

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counsellor has established no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of stability in the school.	Counsellor's efforts to establish standards of conduct for counselling session are partially successful. Counsellor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counsellor has established clear standards of conduct for counselling sessions and makes a significant contribution to the environment of civility in the school.	Counsellor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counsellor takes a leadership role in maintaining the environment of civility in the school.
Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counsellor's attempt to create an inviting and well organized physical environment are partially successful.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities.	Counselling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.
Comments:				

3. Delivery for Service

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Assessing student needs	Counsellor does not assess student needs, at an individual or school level.	Counsellor's assessment of student needs are brief.	Counsellor assesses student needs and knows the range of student needs in the school.	Counsellor conducts detailed and individual assessments of student needs to contribute to program planning.
Assisting students and teachers in the formulation of academic, personal/ social, and career plans, based on knowledge of student needs	Counsellor's program is independent of identified student needs.	Counsellor's attempt to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counsellor helps students and teachers formulate academic, personal/social and career plans for groups of students.	Counsellor helps individual students and teachers formulate academic, personal/ social, and career plans.

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Using counselling techniques in individual and classroom programs	Counsellor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor uses a range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor uses an extensive range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Brokering resources to meet needs	Counsellor does not make connections with other programs in order to meet student needs.	Counsellor's efforts work to broker services with other programs in the school are partially successful.	Counsellor brokers with other programs within the school or division to meet student needs.	Counsellor brokers with other programs and agencies both within and beyond the school or division to meet individual student needs.
Demonstrating flexibility and responsiveness	Counsellor adheres to the plan or program, in spite of evidence of its inadequacy.	Counsellor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counsellor makes revisions in the counseling program when they are needed.	Counsellor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Comments:				

4. Professional Responsibilities

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Reflecting on practice	Counsellor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counsellor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might improve.	Counsellor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counsellor makes some specific suggestions as to how the counseling program might be moved.	Counsellor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counsellor draws on an extensive repertoire to suggest alternative strategies.

Component	Unsatisfactory	Progressing	Proficient	Distinguished
Maintaining records and submitting them in a timely fashion	Counsellor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counsellor's reports, records, and documentation are generally accurate but are occasionally late.	Counsellor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counsellor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Communicating with families	Counsellor provides no information to families, either about the counseling program as a whole or about individual students.	Counsellor provides limited though accurate information to families about the counselling program as a whole and about individual students.	Counsellor provides thorough and accurate information to families about the counselling program as a whole and about individual students.	Counsellor is proactive in providing information to families about the counselling program and about individual students through a variety of means.
Participating in professional community	Counsellor's relationships with colleagues are negative or self-serving, and counsellor avoids being involved in school and events and projects.	Counsellor relationships with colleagues are cordial, and counsellor participates in school and division events and projects when specifically requested.	Counsellor participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	Counsellor makes a substantial contribution to school and division events and projects and assumes leadership with colleagues.
Engaging in professional development	Counsellor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.	Counsellor's participation in professional development activities is limited to those that are convenient or are required.	Counsellor seeks out opportunities for professional development based on an individual assessment of need.	Counsellor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues,
Showing professionalism	Counsellor displays dishonesty in interactions with colleagues, students, and the public; counsellor violates principles of confidentiality.	Counsellor is honest in interactions with colleagues, students, and the public does not violate confidentiality.	Counsellor displays high standards of honesty, integrity and confidentiality and interactions with colleagues, students and the public; advocates for students when needed.	Counsellor displays dishonesty in interactions with colleagues, students, and the public; counsellor violates principles of confidentiality.
Comments:				

School Counsellor New to School, Change in Assignment or Administrator Concerns

Professional Growth Model

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

For Counsellors:
New to a School, Counsellors of Concern or a Substantial Change in Assignment

***April**: School Counsellor Evaluation Summary Report*

COUNSELLOR RESPONSIBILITY

- Access and review Professional Standards rubrics.
- Reflect on the Code of Professional Practice.
- Engage in pre-conferencing and identify specific professional standards to be observed.
- Prepare for walk-throughs; the Counsellor may be asked to provide a written plan to the Administrator.
- Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.
- Effects change to service delivery based on Formative feedback reports.
- Review, discuss, and sign Formative and Summative Reports.
- Keep a copy of the Counsellor Evaluation Summary Report for personal files (work portfolio).

ADMINISTRATOR RESPONSIBILITY

- Meet with Counsellor to discuss Professional Standards rubrics, general and specific.
- Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.
- Set up specific walk-through opportunities to assess professional standards and proficiency.
- Support and provide resources.
- Provide on-going, descriptive feedback reports.
- Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.
- Provide Formative Feedback in a timely manner.
- Review the Counsellor Evaluation Summary Report with Counsellor; signed by both the Counsellor and the Administrator and retained in the personnel file of the Counsellor. A copy will be given to the Counsellor and Superintendent.

TIMELINE

- **September:** A written notice of evaluation and this glance will be provided to the counsellor identifying them for evaluation.
- **October:** Counsellor and Administrator initiate the performance assessment cycle of conferencing and observing classroom practise. For non-tenured Counsellors- at least one formal observation shall be completed by October 30.
- **December – February:** Counsellor effects change to service delivery based on Administrator feedback. Administrator uses an Interim Evaluation Report.
- **April:** Counsellors will receive a Counsellor Evaluation Summary Report by April 30. Administrators will use the Professional Standards rubrics as supporting evidence to identify areas of concern or challenge. Copies provided to Counsellor, Administrator and Superintendent.
- **May – June:**

  * Effects change to service delivery based on Administrator feedback.

  * Counsellors who continue to have difficulties with their professional duties shall be directed by the Administrator and/or Superintendent. If serious deficiencies continue, the Administrator/Superintendent will be notified in writing so intensive supervision procedures may be initiated.

School Counsellor Tenured Counsellor/Counsellors Requesting an Evaluation Professional Growth Model

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

Tenured Counsellor or Counsellors Requesting an Evaluation

Complete every 5 years.

COUNSELLOR RESPONSIBILITY

- Access and review Professional Standards rubrics.
- Reflect on Code of Professional Practice.
- Engage in pre-conferencing and identify specific professional standards to be observed.
- Prepare for walk-throughs, Counsellor may be asked to provide a written plan to the Administrator.
- Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.
- Effects change to service delivery based on Formative feedback reports.
- Review, discuss, and sign Formative and Summative Reports.
- Keep a copy of the Counsellor Evaluation Summary Report for personal files (work portfolio).

ADMINISTRATOR RESPONSIBILITY

- Meet with Counsellor to discuss Professional Standards rubrics, general and specific.
- Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.
- Set up specific walk-through opportunities to assess professional standards and proficiency.
- Support and provide resources.
- Provide on-going, descriptive feedback reports.
- Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.
- Provide Formative Feedback in a timely manner.
- Review the Counsellor Evaluation Summary Report with Counsellor; signed by both the Counsellor and the Administrator and retained in the personnel file of the Counsellor. A copy will be given to the Counsellor and Superintendent.

TIMELINE

- **September:** A written notice of evaluation and this glance will be provided to the Counsellor identifying them for evaluation.
- **October:** Counsellor and Administrator begin the performance evaluation cycle of conferencing and observing classroom practise.
- **December – February:** Counsellor continues to enhance service delivery based on Administrator feedback.
- **April:** Counsellors will receive a Counsellor Evaluation Summary Report by April 30. Administrator will use the Professional Standards rubrics as supporting evidence to identify areas of concern or challenge. Copies provided to Counsellor, Administrator and Superintendent.
- **May – June:** Continue to enhance professional skills.

Feedback Report for Experienced School Counsellor

EVALUATION SUMMARY REPORT BASED ON RATING OF THE PROFESSIONAL STANDARDS RUBRICS

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

From my observations of the work of this Counsellor based on discussions, observations, visitations and other contacts, I have formed the judgement below:

☐ **I am satisfied with the performance of this Counsellor and have no concerns at this time. I will continue to observe, visit, support, and provide ongoing feedback.**

Overall Comments by Administrator:

Overall Comments by School Counsellor:

Administrator's: **Signature:** _____ **Date:** _____

Employee Signature: _____ **Date:** _____