

# Professional Growth Model

## Schedule for Counsellor Evaluations

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, 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.

Page 1	Schedule for Counsellor Evaluations Overview
Page 2 & 3	Evaluation At A Glance- <b>First Year Counsellors-</b> responsibilities and timeline
Page 4	Evaluation At A Glance- <b>Second Year Counsellors, new to school, substantial change-</b> responsibilities and timeline
Page 5	Evaluation At A Glance- Tenured Counsellors
Page 6	Evaluation Process for Counsellors
Page 7	Feedback Report for Counsellors New to the Division Template
Page 8 & 9	Interim Evaluation Report
Page 10	Feedback Report for Experienced Counsellors Template
Page 11 & 12	Evaluation Summary Report Template
Page 13-18	Evaluation Summary Report- supporting rubrics

# Professional Growth Model

## Evaluation at a Glance

### First Year Counsellors to Swan Valley School

Counsellor Responsibility	Administrator Responsibility	Timeline
<ul style="list-style-type: none"> <li>• Access and review Professional Standards rubrics.</li> <li>• Reflect on Code of Professional Practice.</li> <li>• Engage in pre-conferencing and identify specific professional standards to be observed.</li> <li>• Prepare for walk-throughs, Counsellor may be asked to provide a written plan to the Administrator.</li> <li>• Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.</li> <li>• Effects change to service delivery based on Formative feedback reports.</li> <li>• Review, discuss, and sign Formative and Summative Reports.</li> <li>• Keep a copy of the <u>Counsellor Evaluation Summary Report</u> for personal files (work portfolio).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Counsellor to discuss Professional Standards rubrics, general and specific.</li> <li>• Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.</li> <li>• Set up specific walk-through opportunities to assess professional standards and proficiency.</li> <li>• Support and provide resources.</li> <li>• Provide on-going, descriptive feedback reports.</li> <li>• Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.</li> <li>• Provide Formative Feedback in a timely manner.</li> <li>• Review the <u>Counsellor Evaluation Summary Report</u> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>September:</b> A written notice of evaluation and this glance will be provided to the counsellor identifying them for evaluation.</li> <li>• <b>October:</b> Counsellor and Administrator initiate the performance assessment cycle of conferencing and observing classroom practise. Observation cycle to begin no later than October 15. At least one formal observation shall be completed by October 30.</li> <li>• <b>November:</b> Counsellor will receive initial feedback within the first three months of employment. The feedback shall be provided using the <u>Interim Evaluation Report</u> and the <u>Feedback Report for Counsellors New to the Division</u>; 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.</li> <li>• <b>December – March:</b> <b>Counsellor</b> effects change to service delivery based on administrator feedback.</li> <li>• <b>April:</b> Counsellors will receive a <u>Counsellor Evaluation Summary Report</u> by April 30. Administrators will use the Professional Standards rubrics as supporting evidence to identify areas of concern or challenge.</li> </ul>

		<p>Copies provided to counsellor, administrator and Superintendent.</p> <ul style="list-style-type: none"><li>• <b>May – June:</b> 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.</li></ul>
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# Professional Growth Model

## Evaluation at a Glance

**Counsellors new to a school, substantial change in assignment, Administrator concerns**

Counsellor Responsibility	Administrator Responsibility	Timeline
<ul style="list-style-type: none"> <li>• Access and review Professional Standards rubrics.</li> <li>• Reflect on Code of Professional Practice.</li> <li>• Engage in pre-conferencing and identify specific professional standards to be observed.</li> <li>• Prepare for walk-throughs, Counsellor may be asked to provide a written plan to the Administrator.</li> <li>• Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.</li> <li>• Effects change to service delivery based on Formative feedback reports.</li> <li>• Review, discuss, and sign Formative and Summative Reports.</li> <li>• Keep a copy of the <u>Counsellor Evaluation Summary Report</u> for personal files (work portfolio).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Counsellor to discuss Professional Standards rubrics, general and specific.</li> <li>• Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.</li> <li>• Set up specific walk-through opportunities to assess professional standards and proficiency.</li> <li>• Support and provide resources.</li> <li>• Provide on-going, descriptive feedback reports.</li> <li>• Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.</li> <li>• Provide Formative Feedback in a timely manner.</li> <li>• Review the <u>Counsellor Evaluation Summary Report</u> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>September:</b> A written notice of evaluation and this glance will be provided to the counsellor identifying them for evaluation.</li> <li>• <b>October:</b> 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.</li> <li>• <b>December – February:</b> Counsellor effects change to service delivery based on Administrator feedback. Administrator uses an Interim Evaluation Report.</li> <li>• <b>April:</b> Counsellors will receive a <u>Counsellor Evaluation Summary Report</u> 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.</li> <li>• <b>May – June:</b> <ul style="list-style-type: none"> <li>*Effects change to service delivery based on Administrator feedback.</li> <li>* 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.</li> </ul> </li> </ul>

# Professional Growth Model

## Evaluation at a Glance

Tenured Counsellors (every fifth year) and Counsellors requesting an evaluation

Counsellor Responsibility	Administrator Responsibility	Timeline
<ul style="list-style-type: none"> <li>• Access and review Professional Standards rubrics.</li> <li>• Reflect on Code of Professional Practice.</li> <li>• Engage in pre-conferencing and identify specific professional standards to be observed.</li> <li>• Prepare for walk-throughs, Counsellor may be asked to provide a written plan to the Administrator.</li> <li>• Engage in Administrator post-conferencing to reflect on the 4 components within the School Counsellor rubrics.</li> <li>• Effects change to service delivery based on Formative feedback reports.</li> <li>• Review, discuss, and sign Formative and Summative Reports.</li> <li>• Keep a copy of the <u>Counsellor Evaluation Summary Report</u> for personal files (work portfolio).</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with Counsellor to discuss Professional Standards rubrics, general and specific.</li> <li>• Set up regularly scheduled conference times to continually assess, plan, implement, evaluate programming for individual students and programming as a whole.</li> <li>• Set up specific walk-through opportunities to assess professional standards and proficiency.</li> <li>• Support and provide resources.</li> <li>• Provide on-going, descriptive feedback reports.</li> <li>• Plan a post-observation conference, to be held as soon as possible upon completion of walk-throughs.</li> <li>• Provide Formative Feedback in a timely manner.</li> <li>• Review the <u>Counsellor Evaluation Summary Report</u> 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.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>September:</b> A written notice of evaluation and this glance will be provided to the Counsellor identifying them for evaluation.</li> <li>• <b>October:</b> Counsellor and Administrator begin the performance evaluation cycle of conferencing and observing classroom practise.</li> <li>• <b>December – February:</b> Counsellor continues to enhance service delivery based on Administrator feedback.</li> <li>• <b>April:</b> Counsellors will receive a <u>Counsellor Evaluation Summary Report</u> 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.</li> <li>• <b>May – June:</b> Continue to enhance professional skills.</li> </ul>

# Professional Growth Model

## Feedback Report for Counsellor New to the Role

### First Year Counsellors in SVSD

(To be completed by the Administrator and a copy provided to the Counsellor and one put on file)

Name: \_\_\_\_\_  New to the Counselling Profession  
(Please print)

School: \_\_\_\_\_

Assignment: \_\_\_\_\_

**From my observations of the work of this Counsellor based on classroom visits, walk-throughs, and other contacts, I have formed the judgement below:**

I am satisfied with the progress this Counsellor is making.

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).

**School Administrator/Supervisor Comments:**

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Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**Counsellor Comments:**

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Date: \_\_\_\_\_ Signature: \_\_\_\_\_

# Professional Growth Model

## Interim Evaluation Report

(PGM rubrics may accompany this report as supporting evidence)

Counsellors Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Administrator: \_\_\_\_\_

### 1. Professional Standard: Planning and Preparation

Data collected:

Conclusions:

### 2. Professional Standard: The Environment

Data collected:

Conclusions:

**3. Professional Standard: Delivery of Service**

**Data collected:**

**Conclusions:**

**4. Professional Standard: Professional Responsibilities**

**Data collected:**

**Conclusions:**

**Counsellor's comments** (additional information can be appended):

<b>Counsellor Signature</b>	<b>Date</b>

The Counsellor's signature denotes that the report has been read and reviewed with the Administrator.

<b>Administrator Signature</b>	<b>Date</b>

**Distribution of Report:**

- Original- Counsellor
- Copy- Administrator
- Copy- Superintendent's office

# Professional Growth Model

## Feedback Report for Experienced Counsellors

(To be completed by the Administrator and a copy provided to the Counsellor and one put on file)

Counsellor's name: \_\_\_\_\_ School year: \_\_\_\_\_

Administrator's name: \_\_\_\_\_ School : \_\_\_\_\_

**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.

**School Administrator Comments:**

Signature:

Date:

**Counsellor Comments:**

Signature:

Date:

# Professional Growth Model

## Evaluation Summary Report

Counsellor: \_\_\_\_\_ School year: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

Administrator: \_\_\_\_\_ Position: \_\_\_\_\_

Evaluation Summary Report based on rating of the professional standards rubrics.

**Attach** the completed rubrics to this page.

### ***A. Planning and Preparation***

Unsatisfactory	Progressing	Proficient	Distinguished

Comments:

### ***B. The Environment***

Unsatisfactory	Progressing	Proficient	Distinguished

Comments:

### ***C. Delivery of Service***

Unsatisfactory	Progressing	Proficient	Distinguished

Comments:

***D. Professional Responsibilities***

Unsatisfactory	Progressing	Proficient	Distinguished
Comments:			

**OVERALL RATING**

Unsatisfactory	Progressing	Proficient	Distinguished

**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

## Evaluation Summary Report- School Counsellor Rubrics

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Professional Standards Self-Evaluation Inventory

#### 1. Planning and Preparation

Component	Unsatisfactory	Progressing	Proficient	Distinguished
<b>1a. Demonstrating knowledge of counselling theory and techniques</b>	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.
<b>1b. Demonstrating knowledge of child and adolescent development</b>	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.
<b>1c. Establishing goals for the counselling program appropriate to the setting and the students served</b>	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.
<b>1d. Demonstrating knowledge of resources both within and beyond the school and division</b>	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.
<b>1e. Planning the counselling program, integrated with the regular school program</b>	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.
<b>1f. Developing a plan to evaluate the counselling program</b>	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:

## Professional Standards Self-Evaluation Inventory

### 2. The Environment

Component	Unsatisfactory	Progressing	Proficient	Distinguished
<b>2a. Creating an environment of respect and rapport</b>	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.
<b>2b. Establishing a culture for productive communication</b>	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.
<b>2c. Managing routines and procedures</b>	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.
<b>2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school</b>	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.
<b>2e. Organizing physical space</b>	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:

## Professional Standards Self-Evaluation Inventory

### 3. Delivery for Service

Component	Unsatisfactory	Progressing	Proficient	Distinguished
<b>3a. Assessing student needs</b>	Counselor does not assess student needs, at an individual or school level.	Counselor's assessment of student needs are brief.	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.
<b>3b. Assisting students and teachers in the formulation of academic, personal/ social, and career plans, based on knowledge of student needs</b>	Counselor's program is independent of identified student needs.	Counselor's attempt 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.
<b>3c. Using counselling techniques in individual and classroom programs</b>	Counselor has few counselling 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 counselling 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 counselling 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 counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
<b>3d. Brokering resources to meet needs</b>	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts work to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or division to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or division to meet individual student needs.
<b>3e. Demonstrating flexibility and responsiveness</b>	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.

Comments:

## Professional Standards Self-Evaluation Inventory

### 4. Professional Responsibilities

Component	Unsatisfactory	Progressing	Proficient	Distinguished
<b>4a. Reflecting on practice</b>	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.
<b>4b. Maintaining records and submitting them in a timely fashion</b>	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.
<b>4c. Communicating with families</b>	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.
<b>4d. Participating in professional community</b>	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.
<b>4e. Engaging in professional development</b>	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,
<b>4f. Showing professionalism</b>	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 can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students taking a leadership role with colleagues.

Comments: