

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 - Evaluatee
Copy 2 - Evaluator

EVALUATION PLANNING GUIDE

Standards I – VI are from the California Standards for the Teaching Profession

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

STANDARD I - Engaging and Supporting All Students in Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Connecting students' prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students' diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. • Promoting self-directed, reflective learning for all students. 		

STANDARD II - Creating and Maintaining Effective Environments for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Creating a physical environment that engages all students. • Establishing a climate that promotes fairness and respect. • Promoting social development and group responsibility. • Establishing and maintaining standards for student behavior. • Planning and implementing classroom procedures and routines that support student learning. • Using instructional time effectively. 		
STANDARD III - Understanding and Organizing Subject Matter for Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Demonstrating knowledge of subject matter content and student development. • Organizing curriculum to support student understanding of subject matter. • Interrelating ideas and information within and across subject matter areas. • Developing student understanding through instructional strategies that are appropriate to the subject matter. • Using materials, resources, and technologies to make subject matter accessible to students. 		

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Drawing on and valuing students' backgrounds, interests, and developmental learning needs. • Establishing and articulating goals for student learning. • Developing and sequencing instructional activities and materials for student learning. • Modifying instructional plans to adjust for student needs. 		
STANDARD V - Assessing Student Learning	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Establishing and communicating learning goals for students. • Collecting and using multiple sources of information to assess student learning. • Involving and guiding students in assessing their own learning. • Using the results of assessment to guide instruction. • Communicating with students/families/others about student progress. 		

STANDARD VI - Developing as a Professional Educator	PLANS FOR GROWTH	EVIDENCED BY
<ul style="list-style-type: none"> • Reflecting on teaching practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation. 		
STANDARD VII – Required Duties and Professional Responsibilities <ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at department meetings. • Attendance at faculty meetings. • Fulfillment of other contractual duties under Article VII. • Attendance required at parent conferences. 		

Additional Comments/Evalutee:		
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Date _____

Signature Evaluatee _____

Date _____

Signature Evaluator _____

**SALINAS UNION HIGH SCHOOL DISTRICT
CERTIFICATED PERSONNEL EVALUATION**

Original – Human Resources
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FINAL

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary II Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient D=Distinguished

UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH V REQUIRES REFERRAL TO PARS AS PER ED CODE 44500
AND ALSO CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

STANDARD I - Engaging and Supporting All Students in Learning	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Connecting students' prior knowledge, life experience, and interests with learning goals. • Using a variety of instructional strategies and resources to respond to students' diverse needs. • Facilitating learning experiences that promote autonomy, interaction, and choice. • Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful. • Promoting self-directed, reflective learning for all students. 		

Final

RATING	Commendations/recommendations/evidence
<p>STANDARD II - Creating and Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> • Creating a physical environment that engages all students. • Establishing a climate that promotes fairness and respect. • Promoting social development and group responsibility. • Establishing and maintaining standards for student behavior. • Planning and implementing classroom procedures and routines that support student learning. • Using instructional time effectively. 	
<p>STANDARD III - Understanding and Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> • Demonstrating knowledge of subject matter content and student development. • Organizing curriculum to support student understanding of subject matter. • Interrelating ideas and information within and across subject matter areas. • Developing student understanding through instructional strategies that are appropriate to the subject matter. • Using materials, resources, and technologies to make subject matter accessible to students. 	<p style="text-align: center;">RATING</p> <p style="text-align: center;">Commendations/recommendations/evidence</p>

Final

STANDARD IV - Planning Instruction and Designing Learning Experiences for All Students	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Drawing on and valuing students' backgrounds, interests, and developmental learning needs. • Establishing and articulating goals for student learning. • Developing and sequencing instructional activities and materials for student learning. • Modifying instructional plans to adjust for student needs. 	RATING	Commendations/recommendations/evidence
<p>STANDARD V - Assessing Student Learning</p> <ul style="list-style-type: none"> • Establishing and communicating learning goals for students. • Collecting and using multiple sources of information to assess student learning. • Involving and guiding students in assessing their own learning. • Using the results of assessment to guide instruction. • Communicating with students/families/others about student progress. 	RATING	Commendations/recommendations/evidence

Final

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/recommendations/evidence
<ul style="list-style-type: none"> • Reflecting on teaching practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation. 	RATING	
<p>STANDARD VII – Required Duties and Professional Responsibilities</p> <ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at department meetings. • Attendance at faculty meetings. • Fulfillment of other contractual duties under Article VII. • Attendance required at parent conferences. 	RATING	

Final

Additional Comments/Evaluatee:	Additional Comments/Evaluator:
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SUMMATIVE EVALUATION: Unsatisfactory Needs Improvement Proficient Distinguished

Mandatory Referral to PARS: Yes No

Date _____ Signature Evaluatee _____ Date _____ Signature Evaluator _____

REV. 6/2008

SUHSD Class Observation Form

Teacher: _____
 Subject: _____
 Period: _____
 # of students: _____

Date: _____
 Scheduled
 Unannounced

STANDARD I: Engaging & supporting all students in learning

<input type="checkbox"/> Connecting students' prior knowledge, life experience, & interests w/learning goals. <input type="checkbox"/> Using a variety of instructional strategies & resources to respond to students' diverse needs. <input type="checkbox"/> Facilitating learning experiences that promote autonomy, interaction, & choice. <input type="checkbox"/> Engaging students in problem solving, critical thinking, & other activities that make subject matter meaningful. <input type="checkbox"/> Promoting self-directed, reflective learning for all students.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD II: Creating & maintaining effective environments for student learning
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<input type="checkbox"/> Creating a physical environment that engages all students. <input type="checkbox"/> Establishing a climate that promotes fairness & respect. <input type="checkbox"/> Promoting social development & group responsibility. <input type="checkbox"/> Establishing & maintaining standards for student behavior. <input type="checkbox"/> Planning & implementing classroom procedures & routines that support student learning. <input type="checkbox"/> Using instructional time effectively.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD III: Understanding & Organizing Subject matter for student learning

<input type="checkbox"/> Demonstrating knowledge of subject matter content & student development. <input type="checkbox"/> Organizing curriculum to support student understanding of subject matter. <input type="checkbox"/> Interrelating ideas & information w/in & across subject matter areas. <input type="checkbox"/> Developing student understanding through instructional strategies that are appropriate to the subject matter. <input type="checkbox"/> Using materials, resources & technologies to make subject matter accessible to students.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD IV: Planning Instruction & Designing learning experiences for all students
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<input type="checkbox"/> Drawing on & valuing students' backgrounds, interests, & developmental learning needs. <input type="checkbox"/> Establishing & articulating goals for student learning. <input type="checkbox"/> Developing & sequencing instructional activities & materials for student learning. <input type="checkbox"/> Modifying instructional plan to adjust for student needs.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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STANDARD V: Assessing Student Learning

<input type="checkbox"/> Establishing & communicating learning goals for students. <input type="checkbox"/> Collecting & using multiple sources of information to assess student learning. <input type="checkbox"/> Involving & guiding students in assessing their own Learning. <input type="checkbox"/> Using the results of assessment to guide instruction. <input type="checkbox"/> Communicating w/students/families/others about student progress.	<i>Evidence and/or Commendations/Recommendations</i> <div style="background-color: #f0f0f0; height: 80px; width: 100%;"></div>
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Evaluatee Signature: _____

Date: _____

Evaluator Signature: _____

Date: _____

**SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION
PLANNING GUIDE**

Standards I - VII are from the National Standards for School Counseling Programs

Evaluatee: _____ Position: _____ School: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Status: Temporary Probationary I Probationary II Permanent PAR

STANDARD I - ENGAGING AND SUPPORTING ALL STUDENTS IN ACADEMIC DEVELOPMENT	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for academic and post high school planning</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Providing information, support and assistance in the development of educational and post high school plans</i> • <i>Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices</i> • <i>Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program</i> • <i>Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress</i> 		

<p>B. The counselor supports students to complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information for students and parents using a variety of methods and formats to students and parents</i> • <i>Articulating promotion/graduation and vocational and college entrance requirements to students and parents</i> • <i>Assisting students and parents to ensure the student's educational plan meets stated educational/vocational goals</i> • <i>Monitors each student's progress toward the completion of graduation/promotion</i> • <i>Inform parents and students about student progress toward promotion and graduation</i> • <i>Coordinates guidance services as appropriate to ensure proper placement in and use of district coordinated programs.</i> 		
<p>C. The counselor helps students understand the relationship of academics to the world of work and to life at home and in the community.</p> <ul style="list-style-type: none"> • <i>Connecting students' prior knowledge, life experiences and interests with academic/vocational goals</i> • <i>Encouraging students to use their skills and abilities in their home and community</i> • <i>Assisting students to develop an awareness of academic, personal, and social responsibilities in school and how it relates to the world of work</i> • <i>Providing services to students and parents regarding student performance in school.</i> • <i>Coordinating with ROP staff to provide all students with the opportunity to participate in a career assessment and occupational exploration through the site career center</i> 		

STANDARD II - ASSISTING STUDENTS IN CAREER DEVELOPMENT	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for career planning</i> • <i>Providing information and support for making career plans</i> • <i>Monitoring middle school academic progress and high school four-year plans and update as needed</i> <p>B. The counselor supports students to use strategies to achieve future career success.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information using a variety of methods and formats</i> • <i>Provide information and assistance with college applications, planning for career opportunities, scholarships, financial aid, pre-college testing (such as SAT and ACT test, etc.)</i> <p>C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work</p> <ul style="list-style-type: none"> • <i>Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals</i> • <i>Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work (ROP Coordinators)</i> • <i>Providing consultative services to students, parents and appropriate staff regarding student performance in school</i> • <i>Informing students of business/industry partnerships to foster career development for students (ROP Coordinators)</i> 		

STANDARD III - FACILITATING THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <ul style="list-style-type: none"> • <i>Helping students to understand, accept and express their uniqueness and appreciate it in others</i> • <i>Counseling students as to the development of appropriate behaviors leading to academic success</i> • <i>Demonstrates understanding of students' cultural heritage.</i> • <i>Utilizes understanding to assist students in acquiring skills and knowledge needed to make a successful transition from middle school to high school and high school to post secondary life</i> 		
<p>B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.</p> <ul style="list-style-type: none"> • <i>Counseling students about goal setting, prioritizing, and acting to achieve and personal short- and long-range goals (Group setting appropriate)</i> • <i>Models respect and appreciation for individual and cultural differences</i> 		
<p>C. The counselor assists students in understanding safety and survival skills.</p> <ul style="list-style-type: none"> • <i>Guiding students as to the difference between appropriate and inappropriate physical contact</i> • <i>Identifying school and community resources available to students to assist them with problem-solving</i> • <i>Helping students to differentiate between situations requiring peer support and those that require adult professional help</i> • <i>Provide limited personal counseling including crisis counseling, suicide prevention, teen pregnancy, etc</i> • <i>Providing information to students about the emotional and physical dangers of substance use and abuse</i> • <i>Intervenes or refers students for intervention for tobacco and controlled substance related use and problems. Counsels students as to the effects of such behavior on present and future successes in life</i> 		

STANDARD IV - USING TEST DATA TO SUPPORT STUDENT DEVELOPMENT	OBJECTIVES	EVIDENCED BY
<p>A. The counselor assists students to understand test data as it relates to the development of personal goals.</p> <ul style="list-style-type: none"> • <i>Helping students understand the purposes of testing and its relationship to student decision-making and goal setting</i> • <i>Interpret tests and assessment data and other appraisals for students and parents</i> • <i>Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options</i> <p>B. The counselor collaborates with administration for the planning and evaluation of site testing.</p> <ul style="list-style-type: none"> • <i>Provides assistance to the administration for the planning of district/state group standardized testing</i> • <i>Participate with administration in the evaluation of group district/state testing model process</i> 		
STANDARD V - INVOLVING PARENTS IN THE SUPPORT SERVICES PROCESS	OBJECTIVES	EVIDENCED BY
<p>A. The counselor actively involves parents in providing student services.</p> <ul style="list-style-type: none"> • <i>Developing and reviewing academic and/or vocational plans</i> • <i>Providing regular information regarding student academic progress</i> • <i>Involving and guiding students in assessing their own learning</i> • <i>Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships</i> <p>B. The counselor acts as an informational resource for support services in the community.</p> <ul style="list-style-type: none"> • <i>Informing parent of community resources for academic or personal concerns, as needed</i> • <i>Developing and maintaining positive working relationships with representatives of community resources</i> • <i>Refers students and parents to available community resources as needed</i> 		

STANDARD VI - DEVELOPING AS A PROFESSIONAL EDUCATOR	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none"> • <i>Reflecting on counseling practice and planning professional development.</i> • <i>Establishing professional goals and pursuing opportunities to grow professionally.</i> • <i>Working with communities to improve professional practice.</i> • <i>Working with families to improve professional practice.</i> • <i>Working with colleagues to improve professional practice.</i> • <i>Balancing professional responsibilities/maintaining motivation</i> 		
STANDARD VII - REQUIRED DUTIES AND PROFESSIONAL RESPONSIBILITIES	OBJECTIVES	EVIDENCED BY
<ul style="list-style-type: none"> • <i>Fulfillment of adjunct duties</i> • <i>Attendance at department meetings</i> • <i>Attendance at faculty meetings</i> • <i>Fulfillment of other contractual duties under Article VII.</i> • <i>Attendance required at parent conferences</i> 		

Additional Comments/Evalutee:		
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Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

**SALINAS UNION HIGH SCHOOL DISTRICT
COUNSELING PERSONNEL EVALUATION**

Original – Human Resources
Copy 1 – Evaluatee
Copy 2 - Evaluator

FINAL

Evaluatee: _____ Position: _____ School Year: _____

All Standards will be evaluated.

Evaluator: _____ Position: _____ School Year: _____

Current Status: Temporary Probationary I Probationary Permanent PAR

Rating: U=Unsatisfactory NI=Needs Improvement P=Proficient D=Distinguished

UNSATISFACTORY PERFORMANCE IN STANDARDS I THROUGH VII REQUIRES REFERRAL TO PARS AS PERED CODE 44500
AND CONSTITUTES AN UNSATISFACTORY SUMMATIVE EVALUATION

	RATING	
<p>STANDARD I – ENGAGING AND SUPPORTING ALL STUDENTS IN ACADEMIC DEVELOPMENT</p> <p>A. The counselor assists students to acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for academic and post high school planning</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Providing information, support and assistance in the development of educational and post high school plans</i> • <i>Using guidance and counseling strategies to promote good decision-making by students and parents for academic and post high school choices</i> • <i>Evaluates student progress, attendance and behavior to determine correct placement in regular program and/or refer to alternative education program</i> <p>B. The counselor supports students to complete school with academic preparation essential to choose from a wide range of substantial post-secondary options, including college.</p> <ul style="list-style-type: none"> • <i>Disseminating guidance information for students and parents using a variety of methods and formats to students and parents</i> • <i>Articulating promotion/graduation and vocational and college entrance requirements to students and parents</i> • <i>Assisting students and parents to ensure the student's educational plan meets stated educational/vocational goals</i> 	RATING	<p>Commendations/Recommendations/Evidence</p>

<ul style="list-style-type: none"> • <i>Promoting each student to use their skills and abilities to enhance individual educational/vocational goals and meet promotion/graduation/college requirements</i> • <i>Monitors student's progress toward the completion of graduation/promotion</i> • <i>Regularly communicates with parents regarding academic progress of student toward meeting graduation/promotion requirements</i> • <i>Coordinates guidance services as appropriate to ensure proper placement in and use of services from GATE, SPED, Migrant Ed, ROP, ELD, services and other district coordinated programs</i> <p>C. The counselor helps students understand the relationship of academics to the world of work and to life at home and in the community.</p> <ul style="list-style-type: none"> • <i>Connecting students' prior knowledge, life experiences and interests with academic/vocational goals</i> • <i>Encouraging students to use their skills and abilities in their home and community</i> • <i>Assisting students to develop an awareness of academic, personal, and social responsibilities in school and how it relates to the world of work</i> • <i>Providing services to students and parents regarding student performance in school</i> • <i>Coordinating with ROP staff to provide all students with the opportunity to participate in a career assessment and occupational exploration through the site career center</i> 	
RATING	Commendations/Recommendations/Evidence
<p>STANDARD II – ASSISTING STUDENTS IN CAREER DEVELOPMENT.</p> <p>A. The counselor assists students to acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <ul style="list-style-type: none"> • <i>Presenting relevant information for career planning</i> • <i>Providing information and support for making career plans</i> • <i>Using guidance information to promote good decision-making for career choices</i> • <i>Using a variety of strategies and resources to respond to students' diverse needs</i> • <i>Monitoring middle school academic progress and high school four-year plans and update as needed</i> 	

<p>B. The counselor supports students to use strategies to achieve future career success</p> <ul style="list-style-type: none"> • Disseminating guidance information using a variety of methods and formats • Supporting students to use their skills and abilities to enhance individual educational/vocational goals • Articulating promotion/graduation, vocational, and college entrance requirements • Participates in student/parent/teacher conferences to serve as an informational resource regarding student progress. Participate in SpEd screening or Section 504 planning, as needed. <p>C. The counselor helps students understand the relationship between personal qualities, education and training, and the world of work</p> <ul style="list-style-type: none"> • Connecting students' prior knowledge, skills, abilities, life experiences and interests with academic/vocational goals • Assisting students to develop an awareness of personal academic/vocational responsibilities in school and how it relates to the world of work • Providing consultative services to students, parents and appropriate staff regarding student performance in school • Informing students of business/industry partnerships to foster career development for students 	
RATING	
<p>STANDARD III – FACILITATING THE PERSONAL AND SOCIAL DEVELOPMENT OF STUDENTS.</p> <p>A. The counselor assists students in acquiring the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.</p> <ul style="list-style-type: none"> • Helping students to understand, accept and express their uniqueness and appreciate it in others • Counseling students as to the difference between appropriate and inappropriate behaviors and to recognize their own and others' personal boundaries • Counseling students to students on their rights and responsibilities and respect for the rights of others 	<p>Commendations/Recommendations/Evidence</p>

	<ul style="list-style-type: none"> • <i>Demonstrates understanding of students' cultural heritage. Utilizes understanding to assist students in acquiring skills and knowledge needed to make a successful transition from middle school to high school and high school to post-secondary life</i> <p>B. The counselor assists students in making decisions, setting goals and taking the necessary action to achieve their goals.</p> <ul style="list-style-type: none"> • <i>Guiding students through a decision-making model and how to apply it to academic and personal choices</i> • <i>Counseling students about goal setting, prioritizing, and acting to achieve personal short and long-range goals</i> • <i>Demonstrating when, where, and how to ask for help in problem solving and conflict resolution</i> • <i>Assisting students to develop appropriate coping skills for dealing with problems</i> • <i>Models respect and appreciation for individual and cultural differences</i> <p>C. The counselor assists students in understanding safety and survival skills.</p> <ul style="list-style-type: none"> • <i>Guiding students as to the difference between appropriate and inappropriate physical contact</i> • <i>Identifying school and community resources available to students to assist them with problem-solving</i> • <i>Helping students to differentiate between situations requiring peer support and those that require adult professional help</i> • <i>Counseling students about techniques for managing stress, conflict, and peer pressure</i> • <i>Providing information to students about the emotional and physical dangers of substance use and abuse</i> • <i>Intervenes or refers students for intervention for tobacco and controlled substance related use and problems. Counsels students as to the effects of such behavior on present and future successes in life</i>
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STANDARD IV – USING TEST DATA TO SUPPORT STUDENT DEVELOPMENT	RATING	Commendations/Recommendations/Evidence
<p>A. The counselor assists students to understand test data as it relates to the development of personal goals.</p> <ul style="list-style-type: none"> • <i>Helping students understand the purposes of testing and its relationship to student decision-making and goal setting</i> • <i>Interpret tests and assessment data and other appraisals for students and parents</i> • <i>Using a variety of student data sources to assess student performance and progress toward individual goals, meeting promotion/graduation requirements and post secondary options</i> <p>B. The counselor collaborates with administration for the planning and evaluation of site testing.</p> <ul style="list-style-type: none"> • <i>Provides assistance to the administration for the planning of district/state group standardized testing</i> • <i>Participate with administration in the evaluation of group district/state testing model process</i> 	RATING	Commendations/Recommendations/Evidence
<p>STANDARD V – INVOLVING PARENTS IN THE SUPPORT SERVICES PROCESS</p> <p>A. The counselor actively involves parents in providing student services.</p> <ul style="list-style-type: none"> • <i>Developing and reviewing academic and/or vocational plans</i> • <i>Providing regular information regarding student academic progress</i> • <i>Involving and guiding students in assessing their own learning</i> • <i>Communicates availability of scholarships and assists students and parents to apply for post secondary scholarships</i> <p>B. The counselor acts as an informational resource for support services available in the community.</p> <ul style="list-style-type: none"> • <i>Informing parent of community resources for academic or personal concerns, as needed</i> • <i>Developing and maintaining positive working relationships with representatives of community resources</i> • <i>Refers students and parents to available community resources as needed</i> 	RATING	Commendations/Recommendations/Evidence

STANDARD VI - Developing as a Professional Educator	RATING	Commendations/Recommendations/Evidence
<ul style="list-style-type: none"> • Reflecting on counseling practice and planning professional development. • Establishing professional goals and pursuing opportunities to grow professionally. • Working with communities to improve professional practice. • Working with families to improve professional practice. • Working with colleagues to improve professional practice. • Balancing professional responsibilities/maintaining motivation. 	RATING	
STANDARD VII – Required Duties and Professional Responsibilities	RATING	
<ul style="list-style-type: none"> • Fulfillment of adjunct duties. • Attendance at department meetings. • Attendance at faculty meetings. • Fulfillment of other contractual duties under Article VII. • Attendance required at parent conferences. 		

Additional Comments/Evalutee:	Additional Comments/Evaluator:
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SUMMATIVE EVALUATION: Unsatisfactory Needs Improvement Proficient Distinguished

Mandatory Referral to PARS: Yes No

Date _____ Signature Evaluator _____ Date _____ Signature Evaluator _____

REV. 6/2008