

**NATOMAS SCHOOL DISTRICT  
SCHOOL COUNSELOR SUMMARY EVALUATION FORM**

Temporary       Probationary 1       Probationary 2       Permanent

Employee Name \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Foundation:**

Beliefs and Philosophy, Mission, Standards, Developing as a Professional Educator

1. Establishes professional goals and pursues opportunities to grow professionally
2. Works collaboratively with colleagues to improve professional practices and create systemic change to improve academic and career success for students
3. Reflects in counseling practice, and plans and participates in professional development
4. Works to develop and reach consensus on the counseling program's purpose and goals, towards helping students develop competencies in academic achievement, career planning and personal/social development

**OVERALL RATING FOR STANDARD:**

Unsatisfactory       Needs Improvement       Satisfactory       Distinguished

Evidence:

Commendations/Recommendations:

**Delivery System:**

Guidance Curriculum, Student Planning, Responsive Services, System Support

1. Counsels students regarding post high school pursuits including college requirement, financial aid, and vocational career opportunities
2. Establishes a guidance program that is accessible to students
3. Responds in a timely manner to counseling referrals
4. Meets with students to design/review school four year plan
5. Consults with students, parents, and teachers on academic, college and career, and personal/social issues
6. Provides short-term individual and/or group counseling to support students in their academic achievement
7. Participates in crisis response
8. Implements an effective referral process
9. Makes appropriate referrals for students and/or their parents to community resources to support student achievement and success

10. Interprets academic/career assessments
11. Advocates for student needs
<b>OVERALL RATING FOR STANDARD:</b> <input type="radio"/> Unsatisfactory <input type="radio"/> Needs Improvement <input type="radio"/> Satisfactory <input type="radio"/> Distinguished
Evidence:
Commendations/Recommendations:

<b>Management:</b> Agreements, Use of Data, Action Plans, Use of Time, Use of Calendars
1. Establishes professional relationships with students, parents and staff
2. Provides knowledge and support of programs for student services
3. Promotes team approach to problem solving
4. Provides knowledge of academic and support resources in the community
5. Resource to administrators in constructing the master schedule of courses and classes
6. Provides/assists in guidance related topics for staff through in services
7. Promotes students as life-long learners to gain skills such as problem-solving skills, organizational skills, social/interpersonal skills, career dispositions, and adaptability to change
8. Establishes a calendar of guidance activities
9. Promotes counseling and guidance program to students, parents and staff
10. Promotes equity and access for students through counseling practices
11. Collaborates with and supports staff in coordination and implementation of the academic program
12. Uses data to develop comprehensive programs that meet student needs
13. Develops and discusses the school counseling program with the school administrator(s)
<b>OVERALL RATING FOR STANDARD:</b> <input type="radio"/> Unsatisfactory <input type="radio"/> Needs Improvement <input type="radio"/> Satisfactory <input type="radio"/> Distinguished
Evidence:
Commendations/Recommendations:

<b>Accountability:</b> Results Reports, School Counselor Performance Standards, Program Audit
1. Assists in planning, evaluating, and revising school site counseling and guidance program based on the National Counseling Standards

2. Identifies and analyzes school data to inform the school counseling program, assess student achievement, and alignment/progress towards school goals

3. Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data

4. Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement

**OVERALL RATING FOR STANDARD:**

Unsatisfactory      Needs Improvement      Satisfactory      Distinguished

Evidence:

Commendations/Recommendations:

Summary Evaluation:

(Evidence/observation from all four domains may be included in the summary evaluation rating)

Unsatisfactory      Needs Improvement      Satisfactory      Distinguished

Evaluation Statement:

Employee Statement:

\_\_\_\_\_  
Employee Signature      Date

\_\_\_\_\_  
Evaluator Signature      Date

**NATOMAS SCHOOL DISTRICT  
SCHOOL COUNSELOR OBSERVATION FORM**

Temporary       Probationary 1       Probationary 2       Permanent

Employee Name \_\_\_\_\_ School \_\_\_\_\_

Evaluator \_\_\_\_\_ Observation Date \_\_\_\_\_

**Principal or designee picks 2 of the domains listed below for formal observation:**

Foundation       Delivery       Management       Accountability

<b>Foundation:</b> Beliefs and Philosophy, Mission, Standards, Developing as a Professional Educator	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
1. Establishes professional goals and pursues opportunities to grow professionally			
2. Works collaboratively with colleagues to improve professional practices and create systemic change to improve academic and career success for students			
3. Reflects in counseling practice, and plans and participates in professional development			
4. Works to develop and reach consensus on the counseling program's purpose and goals, towards helping students develop competencies in academic achievement, career planning and personal/social development			
Evidence:			
Commendations/Recommendations:			

<b>Delivery System:</b> Guidance Curriculum, Student Planning, Responsive Services, System Support	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
1. Counsels students regarding post high school pursuits including college requirement, financial aid, and vocational career opportunities			
2. Establishes a guidance program that is accessible to students			
3. Responds in a timely manner to counseling referrals			

4. Meets with students to design/review school four year plan			
5. Consults with students, parents, and teachers on academic, college and career, and personal/social issues			
6. Provides short-term individual and/or group counseling to support students in their academic achievement			
7. Participates in crisis response			
8. Implements an effective referral process			
9. Makes appropriate referrals for students and/or their parents to community resources to support student achievement and success			
10. Interprets academic/career assessments			
11. Advocates for student needs			
Evidence:			
Commendations/Recommendations:			

<b>Management:</b> Agreements, Use of Data, Action Plans, Use of Time, Use of Calendars	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
1. Establishes professional relationships with students, parents and staff			
2. Provides knowledge and support of programs for student services			
3. Promotes team approach to problem solving			
4. Provides knowledge of academic and support resources in the community			
5. Resource to administrators in constructing the master schedule of courses and classes.			
6. Provides/assists in guidance related topics for staff through in services			
7. Promotes students as life-long learners to gain skills such as problem-solving skills, organizational skills, social/interpersonal skills, career dispositions, and adaptability to change			
8. Establishes a calendar of guidance activities			

9. Promotes counseling and guidance program to students, parents and staff			
10. Promotes equity and access for students through counseling practices			
11. Collaborates with and supports staff in coordination and implementation of the academic program			
12. Uses data to develop comprehensive programs that meet student needs			
13. Develops and discusses the school counseling program with the school administrator(s)			
Evidence:			
Commendations/Recommendations:			

<b>Accountability:</b> Results Reports, School Counselor Performance Standards, Program Audit	<b>Does Not Meet Standards</b>	<b>Needs Improvement</b>	<b>Meets Standards</b>
1. Assists in planning, evaluating, and revising school site counseling and guidance program based on the National Counseling Standards			
2. Identifies and analyzes school data to inform the school counseling program, assess student achievement, and alignment/progress towards school goals			
3. Analyzes data on how time is used and adjusts program delivery to meet student needs as demonstrated in school data			
4. Collects and analyzes results data of school counseling program activities to guide program evaluation and improvement			
Evidence:			
Commendations/Recommendations:			

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**Natomas Unified School District**

**School Counselor Plan Outline, Pre-Observation, and Reflection Form**

Counselor Name:

Supervisor:

School:

Observation Date:

**Section 1: Plan Outline (to be completed before observation)**

**Attach a copy of your plan that, at minimum, addresses the following related to the Counseling Standards:**

Identify the standard(s) that will be addressed in this observation.

Identify the objective(s).

Identify the strategies you chose to meet the learning needs of your target audience.

Identify the data you will use to establish the intended outcome and success indicators that helped shape the plan.

**Section 2. Pre-Observation**

1. How does the content of this observation connect to the goals you have established for the school year and build on the work you are already engaged in?

2. How does the content of this observation connect to the work you will have planned in the future?

Form B

3. In all your planning for the content of this observation, how have you addressed the needs of particular groups in your target audience?  
(Responses might consider gender, culture, language proficiency, exceptionalities, economic status, skill level, or more individual concerns)

4. **Standard 1 – Foundation:** How will you model? your school’s beliefs, philosophy, mission, standards, and your intent to develop as a professional educator?

5. **Standard 2 – Delivery System:** What evidence will you provide that demonstrates your work around providing guidance to students, helping students create 4-year plans, the manner in which you make yourself accessible to students and families, and how you provide support?



**6. Standard 3 – Management:** How have you organized your time, planning tools, calendar, data and supporting documents to make the content of this observation successful?

**7. Standard 4 – Accountability:** How will you use data and results from the content of this observation to improve your practice as a counselor and support the growth of the counseling program in your school?

**Section 3: Reflection (to be completed after observation and submitted to administrator at least 48 hours prior to the Post-Observation Conference)**

Using the standards, objectives and strategies identified as the focus of the content for this observation, reflect on the level of learning/development/planning that occurred in the observation.