Arizona School Counselor Evaluation Checklist

School District:		Date:
Counselor Name:		
School:		

I. **Major Function:** <u>**Development and Management**</u> **of a comprehensive school counseling program based on the** *ASCA National Model: A Framework for School Counseling Programs (2005).*

<u>Standard 1:</u> The professional school counselor plans and organizes the delivery of the comprehensive school counseling program.	Highly Effective	Effective	Developing	Ineffective
The Professional School Counselor:				
1.1 • Develops and maintains a comprehensive counseling program for ALL students that meets the needs of the school and is based on the American School Counselor Association (ASCA) National Model including academic, personal/social and career development competencies.	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

II. **Major Function:** <u>**Implementation**</u> **of a comprehensive school counseling program based on the** *ASCA National Model: A Framework for School Counseling Programs (2005).*

<u>Standard 2:</u> The professional school counselor <u>delivers and implements</u> the guidance curriculum through the use of effective planning and instructional skills in structured classroom lessons and small group sessions.	Highly Effective	Effective	Developing	Ineffective
The Professional School Counselor:				
2.1 • Supports Arizona academic standards through the application and integration of Arizona standards and ASCA school counseling standards.	☐	☐	☐	☐
2.2 • Uses effective **instructional strategies**.	☐	☐	☐	☐
2.3 • Uses effective **classroom management techniques.**	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

Standard 3: The professional school counselor <u>implements</u> the individual student planning component by guiding individuals and/or groups of students through the development of educational and career plans.	Highly Effective	Effective	Developing	Ineffective
The Professional School Counselor:				
3.1 • Engages students to establish **academic, personal/social**, and **career** goals as a means to connect education to their future.	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

Standard 4: The professional school counselor implements <u>responsive services</u> through the effective use of individual and small group counseling, consultation and referral skills.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
The Professional School Counselor:				
4.1 • Counsels **individual students and groups of student**s with identified needs or concerns.	☐	☐	☐	☐
4.2 • **Consults effectively with parents, teachers, administrators, and other stakeholders.**	☐	☐	☐	☐
4.3 • **Implements an effective referral process.**	☐	☐	☐	☐
4.4 • **Implements an effective crisis response plan.**	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

Standard 5: The professional school counselor implements the <u>systems support</u> component through effective program management and support for other educational programs.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
The Professional School Counselor:				
5.1 • Participates in educational professional development.	☐	☐	☐	☐
5.2 • Provides consultation, training and leadership to the school community in creating, maintaining and evaluating a safe school environment.	☐	☐	☐	☐
5.3 • Carries out "fair share responsibilities" as appropriate.	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

Standard 6: The professional school counselor effectively and efficiently <u>manages and evaluates</u> the school counseling program.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
The Professional School Counselor:				
6.1 • Creates a yearly **principal-counselor agreement** based on annual school needs and goals.	☐	☐	☐	☐
6.2 • Develops action plans detailing the **curriculum delivery** and interventions designed to close the achievement gap based on current school and student data.	☐	☐	☐	☐
6.3 • Spends **80%** of time in **direct services** to students and follows the ASCA recommended time for their level in guidance curriculum, individual student planning, responsive services, and system support.	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

**III.   Major Function: <u>Accountability</u> of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005).*

Standard 7: The professional school counselor has <u>developed a results evaluation</u> for the school counseling program.	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
The Professional School Counselor:				
7.1 • Conducts a **yearly program audit** to assess the progress of the school counseling program and determine if changes are needed.	☐	☐	☐	☐
7.2 • Uses student **achievement** and achievement-related data for program modification.	☐	☐	☐	☐
7.3 • Assesses, analyzes, interprets, disaggregates, and presents **process, perception, and results data.**	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

IV. Major Function: <u>Systems change agent</u> of a comprehensive school counseling program based on the *ASCA National Model: A Framework for School Counseling Programs (2005).*

<u>Standard 8:</u> The professional school counselor uses the <u>skills of leadership, advocacy and collaboration</u> to create a systemic change to improve the academic and career success of all students.	Un-satisfactory	Basic	Proficient	Distinguished
The Professional School Counselor:				
8.1 • **Maintains professionalism** in all areas, including work habits, relationships, utilizing technology, attending meetings and following ASCA Ethical Guidelines.	☐	☐	☐	☐
8.2 • **Creates systemic change** and improves the academic and career success of all students.	☐	☐	☐	☐
8.3 • **Uses advocacy skills** to create systemic change and improve academic and career success of all students.	☐	☐	☐	☐
8.4 • **Uses collaboration** to create systemic change and improve academic and career/college readiness of all students.	☐	☐	☐	☐
Comments/Ideas for Ongoing Refinement:				

NARRATIVE STATEMENT (OPTIONAL)

Counselor Review Signature* _____   Date _____

Evaluator Signature _____   Date _____

*The signature shall not imply concurrance.

NOTE: Normally expected procedures that are found to be deficient (such as acceptable dress, etc.), can be addressed in the NARRATIVE STATEMENT section.