Certificated Counselor Evaluation Packet
Evaluation Procedures

Evaluation is the process the District uses through its evaluators to assess the performance of unit members. This process is based upon job description, provisions of this contract, evaluation criteria, District policies and regulations, county, state and federal laws and regulations, adopted course outlines, learner goals and other duties and responsibilities as assigned.

The Santa Cruz City Schools District’s (SCCS) evaluation process can be conducted through one (1) of three (3) methods: Administrative Evaluation “Method 1”, Project-Based Evaluation “Method 2”, or Peer-Based Evaluation “Method 3”, each based on the unit members’ professional standards.

The standards as described in the Evaluation Article for Certificated Staff act as a guide for discussion regarding professional growth and serve as a basis for unit member evaluation. Each certificated unit member is responsible for meeting the unit member’s professional standards as described in the Evaluation article for Certificated Staff to show growth in the unit member’s practice as an educator. Administrators have the right and responsibility to observe certificated unit members in their work setting at any time. Administrators always have the right and responsibility to identify any concerns related to meeting the standards.

Three Evaluation Methods

There are three (3) methods for certificated unit member evaluation. Each method uses self-assessment and reflection and is linked to the unit members’ professional standards.

Administrative Evaluation “Method 1”: Administrative Evaluation is the required method for probationary unit members and temporary unit members and permanent unit members every six (6) years. It is also a required method for permanent unit members who have a general ranking of Does Not Meet or Emerging in their previous overall evaluation. This is an optional method every three (3) years for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating.

Project-Based Evaluation “Method 2”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to develop and implement a project in order for the unit member to examine practices and demonstrate proficiency via a professional project related to their current practices and the unit members’ professional standards.

Peer-Based Evaluation “Method 3”: With administrative approval, this is an option every other three (3) year cycle for permanent unit members who have met Proficient or Distinguished standards in their previous overall evaluation rating and would like to work with a peer using observation in order for each peer/partner to examine practices and demonstrate proficiency related to their current practices.
Evaluation Method 1:
Administrative Evaluation Method

Eligibility

The Administrative Evaluation method for permanent unit members:
- A permanent unit member rated Proficient or Distinguished in the previous overall evaluation rating may elect to be evaluated under the Administrative Evaluation option.
- Permanent unit members shall be evaluated using this method every other three (3) year cycle.

The Administrative Evaluation method is the only option for the following:
- Temporary unit members
- Probationary unit members
- Unit members under an Improvement Support plan due to an overall evaluation rating of Does Not Meet or Emerging on standards in the previous year
- Unit members who have failed to complete previous Peer-based or Project-based Evaluation cycle deadlines in the previous year

Administrative evaluations will be conducted for two (2) consecutive years or more until the unit member has reached permanent status and has met Proficient or Distinguished standards on the overall evaluation rating. A unit member under an Improvement Support plan will remain on the Administrative Evaluation method until the unit member achieves a Proficient or Distinguished on standards on the overall evaluation rating.

Evaluation Process:
(Preparation for Fall Planning)

Unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator by September 15th. In preparation for the initial meeting with the evaluator unit members will:

- Use your professional standards to reflect upon and mark areas of focus in each standard/domain (up to 6).
- Will use their self-assessment to complete the Professional Goals form identifying strengths and areas of growth. All Permanent unit members’ need to create three (3) goals from three (3) different standards. Temporary, Probationary and Permanent unit members’ under the “Does Not Meet or Emerging” need to create a goal for each of the standards/domains. These goals shall be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:

1. By October 31st: Supervisors and unit members will meet to collaboratively present, discuss and agree upon professional goals using the standards/domains and Goal Setting Form.

2. Circumstances, such as class composition, class size, instructional materials, and physical setting that affect the certificated unit member's working situation shall be discussed and documented in the conference notes on the Goal Setting Form with the evaluator at the Fall Planning Conference.
3. By the conclusion of the Fall Planning Conference, the evaluator and the unit member shall sign and date the Goal Setting Form. If needed, any party may have ten days past the Fall Planning Conference to agree and sign the Goal Setting Form (even if the date falls after October 31st).

4. In the event that the unit member and the evaluator cannot reach an agreement concerning standards of performance, a mediator agreeable to both parties shall be utilized in an attempt to reach an agreement. The Superintendent of Schools or his/her duly authorized representative, if necessary, shall render a final decision.

5. Changes in any of the goals of the unit member should be reviewed with the evaluator throughout the school year. Unit member or administration may administrate a review. These changes shall become a part of the Fall Planning Conference.

**Timeline for Fall Planning Conferences: By October 31st**

**Observations:**

1. Each temporary and probationary unit member shall be observed by his/her site administrator, or immediate supervisor a minimum of two (2) times per year in his/her working environment prior to completion of each Summative Evaluation. One (1) of these observations shall be made by appointment. Permanent unit members’ will be evaluated at least one time during the observation cycle. This observation needs to be scheduled. Additional observations may occur without an appointment.

2. The evaluator shall be responsible for using the Observation Form. This form will be shared at the post observation conference. A copy shall be given to the unit member within ten (10) workdays of the post observation conference.

3. The evaluation of personnel shall involve more than one evaluator at the request of either the evaluator or the evaluatee. Such an additional evaluator shall be selected from those assigned administrative responsibilities in the District.

**Timeline for Observations:**

- Temporary and Probationary Teachers: By the 3rd Friday in December
- Permanent Teachers: By the 1st Friday in May

**Summative Evaluation:**

Summative Evaluation Reports for probationary and temporary unit members shall occur no later than the 3rd Friday in January. The evaluator may hold other summative evaluation conferences as he/she deems necessary, or upon the request of the unit member. If the unit member achieves a rating of “Proficient or Distinguished” a second summative evaluation will be optional, and will occur only if requested by the unit member or their evaluator. If the unit member receives rating of “Does Not Meet or Emerging” a second cycle of evaluation will occur, including a minimum of two (2) observations and a summative evaluation, prior to March 1st.

The Summative Evaluation Conference for Permanent unit members shall occur not later than thirty (30) work days before the last school day scheduled on the school calendar adopted by the governing board for the school year in which the evaluation takes place. Permanent unit members shall be evaluated on the mutually agreed upon three (3) goals a minimum of once every three (3) years. The evaluator may complete up to two (2) summative evaluation reports a year as he/she deems necessary, or upon the request of the unit member. When a Permanent unit member has received an overall “Does Not Meet or Emerging”, the District shall annually evaluate the unit member until the unit member achieves a
Proficient or Distinguished, or is separated from the District. When a permanent unit member has satisfactorily completed his/her Improvement Needed Plan, the unit member shall be evaluated by Administrative Evaluation “Method 1” of the following year.

A copy of the Summative Evaluation, signed and dated, will be given to the unit member and evaluator no later than ten (10) workdays following the Summative Evaluation Conference.

In the event of difference of opinion between the evaluator and the unit member, the unit member may attach a statement to the Summative Evaluation outlining his/her differences.

If a unit member's evaluation shows an overall rating of “Does Not Meet or Emerging” the procedures outlined under Improvement Support plan may be followed.

**Timeline for Summative Evaluations:**
- Completed Summative Conferences for Temporary and Probationary Teachers: Third Friday in January
- Completed Summative Conferences for Permanent Teachers: 30 days before the last student day of school.

**Improvement Support Plan:**

1. If the overall ranking is marked “Does Not Meet or Emerging”, an Improvement Support plan shall be completed. The plan includes a timeline during which improvement shall be achieved, and a description of intervention and supports to assist the unit member in meeting the standards. If the unit member wishes to extend the timeline, the unit member may appeal to the Superintendent or his/her designee, whose decision shall be final.

2. When an evaluator makes a recommendation for Improvement Support plan needed, the evaluator assumes an obligation to provide assistance.

3. The evaluator shall make a written record of all observations, including recommendations and assistance. The unit member shall be given a copy of all written records and will have the opportunity to respond to each.

4. The unit member will receive and participate in assistance from a district assigned professional specialist as outlined in the Improvement Support plan.
Evaluation Method 2:  
Project-Based Evaluation

Eligibility: In order to be eligible to participate in the Project-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycle.
- Have administrator approval.

Procedures:
- Work with evaluator on a mutually agreed upon Project-Based evaluation plan aligned with the unit members’ professional standards.

By September 15th:
- At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
  - Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
  - Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.

Fall Planning Conference:
1. Unit members meet with their primary evaluator to review the standards/domains and present, discuss and agree upon professional goals. Unit member and primary evaluator create a mutually agreed upon Project-based evaluation plan based on one (1) of the options listed in the Resource Appendix titles Project-based Evaluation.
2. If agreement cannot be reached on a Project-based evaluation plan, the unit member will be under Administrative Evaluation “Method 1” for that cycle.
3. Unit members will receive notice by October 31st of final approval on professional goals and project-based evaluation plan.

Mid-Year Check-in:
4. By the last Friday in January: Supervisor will review progress with unit member if requested by either party.

Final Submission of Project:
5. By the second Friday in April: All projects and supporting documentation, including the completed SCCS Reflection 1 and Reflection 2 will be submitted to the Supervisor.

30 days prior to the end of the school year
1. The unit member will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.

2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.
3. If a unit member has not completed the Project-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year.

4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources will meet with the unit member to review the project.
Evaluation Method 3: 
Peer-Based Evaluation

Eligibility: In order to be eligible to participate in the Peer-Based Evaluation, a unit member must:
- Be a permanent employee of the district.
- Have received Proficient or Distinguished evaluations for the previous evaluation cycles.
- Have administrator approval (include administrator approval for possible needed release time for observations).

By September 15th:
At each work site, unit members shall be notified of and given access to district evaluation materials, including notification of primary evaluator. In preparation for the initial meeting with the evaluator, unit members will:
- Use the standards/domains to reflect upon and mark their level of performance for each element of all of standards.
- Using the completed standards/domains submit the Goal Setting form with strengths and areas of growth and develop three (3) professional goals. These goals should be written and be ready to present to the supervisor during the Fall Planning Conference.
- Mutually choose a professional partner who is eligible for participation.

Fall Planning Conference
1. By October 31, meet with the evaluator and the partner to discuss goals and objectives as written in the Goals-Setting Form according to the unit members’ professional standards. Fill out Peer-Based Evaluation – Planning Sheet.

Procedures
1. Hold two (2) observations and post observation meetings. The observations must be documented on the Peer Classroom Observation Form and the Post Observation Meeting notes must be documented to be submitted.
2. Write a reflection about your learning experience this year using the Project-Based or Peer-Based Evaluation Final Reflection form.

Final Submission of Project:
By the second Friday in April: All observations and supporting documentation will have been completed and submitted to Supervisor.

30 days prior to the end of the school year
1. The unit member along with their peer partner will meet with primary evaluator to review the Summative Evaluation and other documentation at a mutually agreed upon time.
2. If the unit member receives a “Does Not Meet or Emerging” final rating, the unit member will begin a new evaluation cycle at the start of the next school year under Administrative Evaluation “Method 1”.
3. If a unit member has not completed the Peer-Based Evaluation option by the second Friday of April, the evaluator will meet with the unit member and utilize the Summative Evaluation to document that the unit member did not meet the deadline and that the unit member will be placed on Administrative Evaluation at the start of the next school year. Unless the timeline is extended with administrative approval.
4. If the primary evaluator does not meet with the unit member by the 30 days prior to the end of school year to review the project, then the unit member may submit the project to Human Resources for review. The Assistant Superintendent of Human Resources or administration designee will meet with the unit member to review the project.

General Post-Evaluation Procedures

- No evaluation documents shall be placed in the unit member's file unless the unit member has received a copy and has had an opportunity to discuss the document with the unit member’s evaluator. Within ten (10) working days of the receipt of a written evaluation, the unit member may submit a written response to be attached to the evaluation.
- During a school year, the unit member may request a conference with the Superintendent or designee to discuss evaluation of the unit member.
- The substance and supporting documents of a summary evaluation shall not be subject to the grievance procedure.
Santa Cruz City Schools

Administrative Evaluation

Method 1 Forms
Purpose and Use of the SCCS School Counselor Competencies

Methods 1, 2, 3 "Counselor Competencies"
### Standard 1: SCHOOL COUNSELING PROGRAMS

**1.3.** School counselors believe:

<table>
<thead>
<tr>
<th>C: Knowledge</th>
<th>A: Abilities and Skills</th>
<th>M: Management and Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school counseling program is able to accurately measure and demonstrate the following:</td>
<td>Parallel: Multiplication and Division</td>
<td>1.1. An effective school counselor is able to accomplish measurable objectives demonstrating the following:</td>
</tr>
<tr>
<td>1.1. Knowledge</td>
<td>1.2. Abilities and Skills</td>
<td>1.3. Management and Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.4. The school counseling program is able to accurately measure and demonstrate the following:</td>
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</table>

- **School Counselor and School Counseling Programs**

- **ASCA’s Position Statement: The Professional School Counselor and School Counseling Programs**

School counselors should possess the knowledge, abilities, skills and attributes necessary to plan, organize, implement and evaluate a comprehensive, developmentally based, results-based school counseling program that aligns with the ASCA National Model.
Reflection 1

Standard 1: SCHOOL COUNSELING PROGRAMS (continued)

School counselors should possess the knowledge, skills, and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmentally results-based school counseling program that aligns with the ASCA National Model.

<table>
<thead>
<tr>
<th>Reflection 2</th>
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</table>

| I-B-4 | Develop a plan to deal with personal, emotional and social issues impacting student success |
| I-B-5 | Define and describe school counselor roles in providing services to students and parents |
| I-B-6 | Develop an intervention program in consultation, coordination and collaboration with other student services providers |
| I-B-7 | Develop written or verbal communication plans for effective use in a school counseling program |
| I-B-8 | Define and describe roles and responsibilities of student service providers, including school social worker, mental health, and other related professionals |
| I-B-9 | Involves students in school decision-making processes and other activities to improve student success |

| I-C | Aligns with the ASCA National Model |

| I-A-1 | Knowledge and Skills |
| I-A-2 | Attitudes |
| I-A-3 | Policies and Procedures |
| I-A-4 | Organizational and Planning Skills |

| I-A-5 | Values of Professional School Counseling |
| I-A-6 | Legal, ethical and professional issues in pre-K–12 schools |
| I-A-7 | Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories |
| I-A-8 | The continuum of mental health services, including prevention and intervention strategies |
| I-A-9 | The continuum of mental health services |

| I-B-1 | Advocates for student success |
| I-B-2 | Supports student success |
| I-B-3 | Collaborates with parents, teachers, administrators, and community leaders to promote and support student success |

| I-B-3a | Understands and defines advocacy and its role in comprehensive school counseling programs |
| I-B-3b | Identifies and demonstrates benefits of advocacy with school and community stakeholders |
| I-B-3c | Describes school counselor advocacy competencies, which include dispositions, knowledge and skills |
| I-B-3d | Reviews advocacy models and develops a personal advocacy plan |

| I-B-4 | Collaborates with parents, teachers, administrators, and community leaders to promote and support student success |
| I-B-4a | Defines collaboration and its role in comprehensive school counseling programs |
| I-B-4b | Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration, and coordination |
| I-B-4c | Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist, school nurse, and other professionals |

| I-B-5 | Acts as a systems change agent to create an environment promoting and supporting student success |
| I-B-5a | Defines and understands system change and its role in comprehensive school counseling programs |
| I-B-5b | Develops a plan to deal with personal, emotional and social issues impacting student success |
| I-B-5c | Underscores the importance of school, district, and state educational policies, procedures, and practices |

<p>| I-B-6 | Develops a plan to deal with personal, emotional and social issues impacting student success |
| I-B-7 | Defines and describes school counselor roles in providing services to students and parents |
| I-B-8 | Develop an intervention program in consultation, coordination and collaboration with other student services providers |
| I-B-9 | Involves students in school decision-making processes and other activities to improve student success |</p>
<table>
<thead>
<tr>
<th>Standard 2: FOUNDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
</tr>
<tr>
<td>School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligned with the ASCA National Model.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Reflection 1</th>
<th>Reflection 2</th>
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<tbody>
<tr>
<td><strong>July 2018</strong></td>
<td><strong>Santa Cruz City Schools Certificated Evaluation</strong></td>
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<table>
<thead>
<tr>
<th>Element</th>
<th>Requirement</th>
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<tbody>
<tr>
<td><strong>School Counseling Program</strong></td>
<td><strong>Students achieve in accordance with school district policy and local, state and federal statutory requirements.</strong></td>
</tr>
<tr>
<td><strong>Understands and practices in accordance with school district policy and local, state and federal statutory requirements.</strong></td>
<td><strong>Understands the legal and ethical nature of working in a pluralistic, career planning, and personal and social development.</strong></td>
</tr>
<tr>
<td><strong>Applies the ethical standards and principles of the school counseling profession and adheres to the legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies and professional ethics standards.</strong></td>
<td><strong>Prioritizes student standards that align with the school's goals and professional ethics standards, including district and building policies and professional ethics standards.</strong></td>
</tr>
<tr>
<td><strong>Crosswalks the ASCA Student Standards with other appropriate standards.</strong></td>
<td><strong>Uses student standards, such as ASCA Student Standards, and district or state standards, to drive the implementation of a comprehensive school counseling program.</strong></td>
</tr>
<tr>
<td><strong>Develops the beliefs and philosophy of the school counseling program that align with current school improvement and student success and the overall mission of the school and school district.</strong></td>
<td><strong>Critiques a school district mission statement and identifies or writes a mission statement aligning with school counseling programs and the educational process consistent with the school's educational philosophy and mission.</strong></td>
</tr>
<tr>
<td><strong>School counseling programs promote and support academic achievement, including district and building policies and professional ethics standards.</strong></td>
<td><strong>Conceptualizes and writes a personal philosophy about students, human development theories and current trends in education, educational systems, philosophies about student success, and school counseling roles and functions.</strong></td>
</tr>
<tr>
<td><strong>School counselors articulate and describe the program's purpose and mission.</strong></td>
<td><strong>Demonstrates knowledge of a school's particular educational philosophy and mission.</strong></td>
</tr>
<tr>
<td><strong>School counselors should possess the knowledge, abilities, and skills necessary to establish the foundations of a school counseling program aligned with the ASCA National Model.</strong></td>
<td><strong>School counselors should articulate and describe the program's purpose and mission.</strong></td>
</tr>
</tbody>
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reflection 2

Standard 2: FOUNDATIONS (continued)

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligned with the ASCA National Model.
School counselors should possess the knowledge, skills, and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

**Standard 3: DELIVER**
Reflection 2

Standard 3: DELIVERY (continued)

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.
Reflection 1

### Standard 4: MANAGEMENT

School counselors should possess the knowledge, skills, and attitudes necessary to manage a school counseling program aligned with the ASCA National Model.

<table>
<thead>
<tr>
<th>A-C: Credible, ethical, and skilled</th>
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<tr>
<td>A-C: Visionary</td>
</tr>
<tr>
<td>A-C: Knowledge</td>
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</tbody>
</table>

#### A-C: Visionary

A-C:1. School counselors should have a clear, compelling, and realistic vision for the school counseling program.

A-C:2. School counselors are responsible for communicating the vision of the school counseling program to stakeholders.

A-C:3. School counselors are responsible for developing and implementing strategies to align the school counseling program with the school's overall goals.

A-C:4. School counselors are responsible for evaluating the effectiveness of the school counseling program in achieving its goals.

#### A-C: Knowledge

A-C:1. School counselors should have a deep understanding of the principles and practices of managing a school counseling program.

A-C:2. School counselors should be proficient in the use of data and other information sources to make informed decisions about the management of the school counseling program.

A-C:3. School counselors should be able to effectively communicate with stakeholders about the school counseling program.

A-C:4. School counselors should be able to develop and implement policies and procedures for the management of the school counseling program.

#### A-C: Credible, ethical, and skilled

A-C:1. School counselors should exhibit strong leadership skills.

A-C:2. School counselors should be ethical in their decision-making and actions.

A-C:3. School counselors should be skilled in the use of technology and other tools to manage the school counseling program.

A-C:4. School counselors should be able to effectively manage school resources and budgeting.

A-C:5. School counselors should be able to effectively manage employee development and performance management.

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School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

Standard 4: MANAGEMENT (continued)
Standard 5: ACCOUNTABILITY
School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the process and results of a school counseling program aligning with the ASCA National Model.
**Goal-Setting “Method 1,2,3”**  
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
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</table>

**Evaluator:**

1. This year, aligned with Standard/Domian ________, I plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

2. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

3. This year, aligned with Standard/Domian ________, I also plan to

   Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

   Desired impact on student learning:

**Conference Notes**

<table>
<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
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(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
### Goal-Setting “Method 1,2,3”

(continued)

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<tr>
<td>4.</td>
<td>This year, aligned with Standard/Domain _________, I plan to</td>
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<td></td>
<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc.</em>)</td>
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<td></td>
<td>Desired impact on student learning:</td>
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<td>5.</td>
<td>This year, aligned with Standard/Domain _________, I also plan to</td>
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<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc.</em>)</td>
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<td>Desired impact on student learning:</td>
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<td>6.</td>
<td>This year, aligned with Standard/Domain _________, I also plan to</td>
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<td></td>
<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc.</em>)</td>
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<td></td>
<td>Desired impact on student learning:</td>
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**Conference Notes**

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Evaluatee’s Signature  Date  
Evaluator’s Signature  Date

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)

Santa Cruz City Schools Certificated Evaluation  July 2018
Observation Form “Method 1”
Santa Cruz City Schools
Based on California Standards for the Teaching Profession

Name of Evaluatee ___________________________ School/Site ___________________________ Date __________

Grade level: __________ Subject: ___________________________ Time: ___ to ____ # of Students: ______

Type of Observation:

☐ Administrative  [ ] Scheduled  [ ] Non-scheduled

Evaluator / Observer: ___________________________

Lesson Topic: __________________________________

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
<th>Check area(s) of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Engaging and Supporting all Students in Learning</td>
<td>☐ Planning Instruction and Designing Learning Experiences for all Students</td>
</tr>
<tr>
<td>☐ Creating and Maintaining Effective Environments for Student Learning</td>
<td>☐ Assessing Students for Learning</td>
</tr>
<tr>
<td>☐ Understanding and Organized Subject Matter for Student Learning</td>
<td>☐ Developing as a Professional Educator</td>
</tr>
</tbody>
</table>

Student learning goal(s) and success criteria

Observations

Learnings/Outcomes

Suggestions and Recommendations

Evaluatee’s Signature ___________________________ Date _________ Evaluator’s Signature ___________________________ Date _________

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)

Santa Cruz City Schools Certificated Evaluation July 2018
**Summative Evaluation – Counselor “Method 1, 2, 3”**

Santa Cruz City Schools

**METHOD OF EVALUATION:**
- [ ] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [ ] Peer-Based Evaluation “Method 3”

**NAME** ________________ **ASSIGNMENT** ________________ **DATE** ________________

**SCHOOL/LOCATION** ________________ **EVALUATOR** ________________

**CERTIFICATED STATUS (Check One):**
- [ ] Permanent
- [ ] Temporary
- [ ] Probationary
- [ ] 1st Year
- [ ] 2nd Year

<table>
<thead>
<tr>
<th>1 = Practice Does Not Meet Standard</th>
<th>2 = Practice Partially Emerging Standard</th>
<th>3 = Practice Proficient</th>
<th>4 = Practice Distinguished</th>
</tr>
</thead>
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</table>

**1. SCHOOL COUNSELING PROGRAMS**
- 1.1 Knowledge -
- 1.2 Abilities and Skills -
- 1.3 Attitudes -

**2. FOUNDATIONS**
- 2.1 Knowledge -
- 2.2 Abilities and Skills -
- 2.3 Attitudes -

**3. DELIVERY**
- 3.1 Knowledge -
- 3.2 Abilities and Skills -
- 3.3 Attitudes -

**4. MANAGEMENT**
- 4.1 Knowledge -
- 4.2 Abilities and Skills -
- 4.3 Attitudes -

**5. ACCOUNTABILITY**
- 5.1 Knowledge -
- 5.2 Abilities and Skills -
- 5.3 Attitudes -
NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE EVALUATOR SIGNATURE DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Instructions: This form MUST be completed when the overall summary evaluation is Does Not Meet or Emerging Standards.

Unit members who have an Improvement Plan are encouraged to invite a GSCFT representative to each conference in order to create and review the requirements contained within the plan.

### A. Description of Improvement need in meeting domain(s): (may refer to separate list of intervention and Support Ideas)

<table>
<thead>
<tr>
<th>Process:</th>
<th>C. Timeline and Evaluation</th>
<th>Support Ideas:</th>
</tr>
</thead>
</table>

### B. Intervention/Supports necessary in order to meet the standard(s) (may refer to separate list of intervention and Support Ideas): |

<table>
<thead>
<tr>
<th>DELIVERY</th>
<th>ACCOUNTABILITY</th>
<th>MANAGEMENT</th>
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<td>□</td>
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<td>□</td>
</tr>
</tbody>
</table>

### C. School Counseling Competencies

Check areas of focus: 

- School Counseling Competencies

### Evaluate:

**School:**

**Evaluatee:**

This form will be considered an improvement support plan and document this form, in agreement with the certificated staff member who have an improvement plan are encouraged to invite a GSCFT representative to each conference in order to create and review the requirements contained within the plan.
Peer-Based Evaluation

Method 3 Forms
Purpose and Use of the SCCS School Counselor Competencies

Methods 1, 2, 3 Counselor

SCCS School Counselor Competencies

1. This document will be formally used as a reflective tool to demonstrate growth and used throughout the year.

2. Use the standards/rubric as a resource in reflecting on identifying effective practices.

3. Read through the standards/domains.

4. Highlight six (6) areas of growth/focus for the upcoming year.

5. Use the standards/rubric to guide your goal setting based on your self-reflection.

6. You will use the standards/rubric twice during your evaluation cycle.

7. Reflection 1 will be completed and turned in prior to or at Fall Planning.

8. Reflection 2 will be completed and turned in prior to or at Summative Conference.

Reflection 1

Reflection 2
Student expectations and success are key in creating an atmosphere of supportive relationships. Counseling should focus on successful post-secondary transitions. In every school, counselors should develop a comprehensive school counseling program for all stakeholders, including students, parents, teachers, and administrators. This program should be aligned with the ASCA National Model. School counselors should possess the knowledge, skills, and attributes necessary to plan, organize, implement, and evaluate a comprehensive, developmentally-based, results-based counseling program that aligns with the ASCA National Model.
School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmentally, results-based school counseling program that aligns with the ASCA National Model.
School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

**Standard 2: FOUNDATIONS**

- **Knowledge (A):** Understand and practices in accordance with school district policy and local, state and federal statutory requirements.
- **Knowledge (B):** Understands and practices in accordance with school district policy and local, state and federal statutory requirements.
- **Knowledge (C):** Understands the legal and ethical nature of working in a pluralistic, multicultural, and technological society.

**Foundational Competencies of School Counselors:**

1. The counselor's knowledge, abilities, skills and attitudes will be assessed to establish the foundations of a school counseling program aligning with the ASCA National Model.
Reflection 1

Reflection 2

Standard 2: FOUNDATIONS (continued)

School counselors should possess the knowledge, skills, and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model:

<table>
<thead>
<tr>
<th>II-A: Knowledge</th>
<th>School counselors should articulate and demonstrate the following knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>II-B: Abilities</td>
<td>School counselors should articulate and demonstrate the following abilities:</td>
</tr>
<tr>
<td>II-C: Attitudes</td>
<td>School counselors should articulate and demonstrate the following attitudes:</td>
</tr>
</tbody>
</table>

- Understands and applies ethical and legal obligations not only to students but to parents.
- Resolves and resolves ethical dilemmas.
- Complies with and applies ethical and legal obligations to guide decision making and to align with the ASCA National Model.
- Practices within the ethical and limits of confidentiality.
- Adheres to ethical responsibilities in professional development and uses resources to inform and guide ethical and legal work.
- Resolves Ethical Dilemmas by employing an ethical decision-making model appropriate to work in the best interests of students.
- Assumes responsibility for school board policy, local, state, and federal standards, requirements, and laws.
- Understands the unique ethical and legal nature of working with minor students in a school setting.
- Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas.
- Understands and applies an ethical and legal obligation not only to students but to parents.
School counselors possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.
School counselors should possess the knowledge, skills, and attitudes necessary to deliver a school counseling program aligned with the ASCA National Model.
### Reflection 2

#### Standard 4: MANAGEMENT

School counselors should possess the knowledge, skills, and abilities necessary to manage a school counseling program aligning with the ASCA National Model.

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Description</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School counselors should possess the knowledge, skills, and abilities necessary to manage a school counseling program aligning with the ASCA National Model.</td>
<td></td>
</tr>
</tbody>
</table>
School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.
# Standard 5: Accountability

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to monitor and evaluate the process and results of a school counseling program that promotes and supports students across the school counseling domain in the schools. Responsibilities for school counselors include:

**A.** Develop and maintain a program of action that addresses the following:

- C. Awareness
  - A. Undergraduate preparation for school counseling
  - B. Knowledge
  - C. Awareness
  - D. Professional preparation for school counseling
  - E. Knowledge
  - F. Awareness
  - G. Professional development for school counseling
  - H. Knowledge
  - I. Awareness
  - J. Knowledge
  - K. Awareness
  - L. Knowledge
  - M. Awareness

**B.** Develop and maintain a program of accountability that targets the following:

- C. Accountability
  - A. Accountability
  - B. Accountability
  - C. Accountability
  - D. Accountability
  - E. Accountability
  - F. Accountability
  - G. Accountability
  - H. Accountability
  - I. Accountability

The results of the program should be presented in the context of the overall results of the school counseling program, which includes:

- C. Accountability
  - A. Accountability
  - B. Accountability
  - C. Accountability
  - D. Accountability
  - E. Accountability
  - F. Accountability
  - G. Accountability
  - H. Accountability

## Reflection 2

**Standard 6: Accountability**

School counselors should possess the knowledge, abilities, skills, and attitudes necessary to monitor and evaluate the process and results of a school counseling program that promotes and supports students across the school counseling domain in the schools.
**Goal-Setting “Method 1,2,3”**

**Santa Cruz City Schools**

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
</tr>
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</table>

| Evaluator: __________________________ |

1. This year, aligned with Standard/Domian __________, I plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

2. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

3. This year, aligned with Standard/Domian __________, I also plan to

   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*

   Desired impact on student learning:

<table>
<thead>
<tr>
<th>Conference Notes</th>
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</table>

**Evaluatee’s Signature** __________________________  **Date** __________  **Evaluator’s Signature** __________________________  **Date** __________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
<p>| | |</p>
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<td>4.</td>
<td>This year, aligned with Standard/Domian ________, I plan to</td>
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<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc</em>)</td>
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<td>Desired impact on student learning:</td>
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<td>5.</td>
<td>This year, aligned with Standard/Domian ________, I also plan to</td>
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<td></td>
<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc</em>)</td>
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<td>Desired impact on student learning:</td>
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<td>6.</td>
<td>This year, aligned with Standard/Domian ________, I also plan to</td>
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<td>Professional growth will be measured by (<em>data, student work, student assessment, other evidence, etc</em>)</td>
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<td>Desired impact on student learning:</td>
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**Conference Notes**

**Evaluatee’s Signature**

**Date**

**Evaluator’s Signature**

**Date**

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
**Project-Based Evaluation “Method 2”**
Santa Cruz City Schools

**Planning Sheet for**

(name of unit member)

**Directions:** Please complete the items below and have ready to present to your evaluator at your Fall Planning Conference. Refer to the standards/domains and Goal-Setting sheet for guidance with your project.

<table>
<thead>
<tr>
<th><strong>Project Title:</strong></th>
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<tbody>
<tr>
<td><strong>Brief description of the purpose of the project:</strong> What project are you going to complete?</td>
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<tr>
<td><strong>What data or artifacts might you collect:</strong></td>
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<tr>
<td><strong>Brief explanation of what you intend to do to achieve your goals:</strong> What do you hope to learn about your teaching or about student learning by completing your project? How will this advance your proficiencies?</td>
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<td><strong>What is your timeline:</strong> What will you have done regarding your project by the December break?</td>
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<td><strong>By the second Friday in April:</strong> What project documentation will you be submitting to your evaluator before your Summative Conference?</td>
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<td><strong>How will you measure success:</strong> In other words, how will you determine if the project has been worthwhile to you as you continue to develop your craft?</td>
<td></td>
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Evaluatee’s Signature ___________________________ Date ____________

Evaluator’s Signature ___________________________ Date ____________
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?
**Summative Evaluation – Counselor “Method 1, 2, 3”**

Santa Cruz City Schools

**METHOD OF EVALUATION:**
- [x] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [ ] Peer-Based Evaluation “Method 3”

---

**NAME** __________________________  **ASSIGNMENT** __________________________  **DATE** __________________________

**SCHOOL/LOCATION** __________________________  **EVALUATOR** __________________________

**CERTIFICATED STATUS (Check One):**
- [ ] Permanent
- [ ] Temporary
- [ ] Probationary
- [ ] 1st Year
- [ ] 2nd Year

1 = Practice Does Not Meet Standard
2 = Practice Partially Emerging Standard
3 = Practice Proficient
4 = Practice Distinguished

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<tbody>
<tr>
<td>1. SCHOOL COUNSELING PROGRAMS</td>
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<td>1.1 Knowledge</td>
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<td>1.2 Abilities and Skills</td>
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<td>2. FOUNDATIONS</td>
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<td>2.1 Knowledge</td>
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<td>3. DELIVERY</td>
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<td>4. MANAGEMENT</td>
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<tr>
<td>5. ACCOUNTABILITY</td>
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</table>
Narrative Summary Checklist – Counselor (continued)

NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING
☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE       DATE                     EVALUATOR SIGNATURE       DATE
This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.

Santa Cruz City Schools Certificated Evaluation     July 2018
Santa Cruz City Schools

Project-Based Evaluation

Method 2 Forms
Santa Cruz City Schools Certificated Evaluation

July 2018

Reflection 1

Reflection 2

SCCS School Counselor Competencies

“Methods 1, 2, 3” Counselor

SCCS School Counselor Competences

Purpose and Use of the SCCS School Counselor Competencies
School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmentally-based, results-based school counseling program that aligns with the ASCA National Model.

**School Counseling Program**

<table>
<thead>
<tr>
<th>Standard 1: School Counseling Program</th>
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<tbody>
<tr>
<td>IC-1: Knowledge of comprehensive school counseling programs that aligns with the ASCA National Model.</td>
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</tbody>
</table>

**School Counseling Program Outcomes**

<table>
<thead>
<tr>
<th>School Counseling Outcome</th>
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<tbody>
<tr>
<td>IC: Abilities and Skills</td>
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<tr>
<td>EB: Attitudes</td>
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</tbody>
</table>

**School Counseling Outcomes**

<table>
<thead>
<tr>
<th>School Counseling Outcome</th>
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</thead>
<tbody>
<tr>
<td>IC-1: Effective school counselor is able to accomplish measurable objectives demonstrating the following:</td>
</tr>
<tr>
<td>IC-2: Creates an environment that is conducive to student success</td>
</tr>
<tr>
<td>IC-3: Supports students in achieving academic, personal, social and career success</td>
</tr>
<tr>
<td>IC-4: Demonstrates effectiveness in planning, organizing, implementing and evaluating school counseling programs</td>
</tr>
<tr>
<td>IC-5: Integrates school counseling within the school and classroom guidance programs ensuring equitable access to resources that promote student success</td>
</tr>
<tr>
<td>IC-6: Meets the needs of all students and their families</td>
</tr>
</tbody>
</table>

**ASCA National Model**

- Plan, organize, implement and evaluate a comprehensive school counseling program that aligns with the ASCA National Model.
- Supports students in achieving academic, personal, social and career success.
- Integrates school counseling within the school and classroom guidance programs ensuring equitable access to resources that promote student success.
- Meets the needs of all students and their families.
### Standard 1: School Counseling Programs (continued)

**A: Knowledge**

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

1. **I-B.5.** The change process
2. **I-B.6.** Develop a plan to deal with personal, emotional, and behavioral issues impacting school counselors.
3. **I-B.7.** Define and describe school counseling roles and responsibilities.
4. **I-B.8.** Understand how to deliver school counseling services effectively and efficiently.
5. **I-B.9.** Understand how to apply a continuous improvement process.
6. **I-B.10.** Understand the importance of school counseling programs and the roles of school counselors and other stakeholders to support student success.
7. **I-B.11.** Develop and support school counseling programs and initiatives.
8. **I-B.12.** Understand the process of development of policy and procedures at the building, district, and state levels.
9. **I-B.13.** Develop school counselor evaluation competency frameworks to include dispositions, knowledge, and skills.
10. **I-B.14.** Implement and demonstrate school counseling programs and initiatives.
11. **I-B.15.** Adhere to ethical study and research in comprehensive school counseling programs.

### School Counseling Programs (continued)

<table>
<thead>
<tr>
<th>School Counseling Program</th>
<th>School Counseling Program</th>
<th>School Counseling Program</th>
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<tbody>
<tr>
<td>Professional School Counselor</td>
<td>Professional School Counselor</td>
<td>Professional School Counselor</td>
</tr>
<tr>
<td>Standard 1: School Counseling Programs</td>
<td>Standard 1: School Counseling Programs</td>
<td>Standard 1: School Counseling Programs</td>
</tr>
</tbody>
</table>

School counselors should possess the knowledge, skills, and abilities necessary to plan, organize, implement, and evaluate a comprehensive, developmentally-based school counseling program that aligns with the ASCA National Model.
1. **Counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundation of a school counseling program aligned with the ASCA National Model.**

2. **Foundations**

   - **A: Knowledge**
   - **B: Abilities and Skills**
   - **C: Attitudes**

3. **Standard 2:**

   - Demonstrate an understanding of:
   - School counselors should articulate and defend the purpose of the school counseling program.
   - School counselors should promote the knowledge, abilities, skills and attitudes necessary to establish the foundation of a school counseling program aligned with the ASCA National Model.
Standard 2: FOUNDATIONS (continued)

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligned with the ASCA National Model.

II A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II A-1. Understands and applies an ethical and legal obligation not only to students, but to parents.
- II A-2. Understands and applies ethical dilemmas.
- II A-3. Continuously assesses and applies ethical and legal decision-making to guide ethical counseling.
- II A-4. Feeds into the ethical and academic limits of confidentiality.

II B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- II B-1. Feeds ethical guidance into the ethical and legal work of the school.
- II B-2. Continuously engages in professional development and uses resources to inform and guide ethical and legal work.
- II B-3. Continuously develops ethical behavior in professional development and uses resources to inform and guide ethical and legal work.
- II B-4. Models ethical behavior in professional development and uses resources to inform and guide ethical and legal work.

II C: Attitudes

School counselors believe:

- II C-1. Understands and applies ethical and legal limits of confidentiality.
- II C-2. Continually seeks consultation and supervision to guide legal and ethical decision-making.
- II C-3. Understands and applies an ethical and legal obligation not only to students, but to parents, administration and colleagues.

II D: Skills

School counselors should articulate and demonstrate the following:

- II D-1. Understands and applies ethical and legal limits of confidentiality.
- II D-2. Continuously seeks consultation and supervision to guide legal and ethical decision-making.
- II D-3. Understands and applies an ethical and legal obligation not only to students, but to parents, administration and colleagues.
### Reflection 1

#### July 2018

**Santa Cruz City Schools Certificated Evaluation**

Provides responsive services that meet the current and future needs of students.

- **III-B.3:** Demonstrates an ability to access and deliver family counseling and personal/social development services.
- **III-B.2:** Demonstrates an ability to develop responsive services, and to deliver current and future family counseling and personal/social development services.
- **III-B.1:** Demonstrates an ability to deliver family counseling and personal/social development services.

Understanding methods for helping students monitor and direct their own learning and personal/social development and care.

- **III-B.2:** Demonstrates an ability to help students monitor and direct their own learning and personal/social development and care.

Helps students learn the importance of college and other postsecondary planning.

- **III-B.1:** Demonstrates an ability to help students learn the importance of college and other postsecondary planning.

Understands individual student planning and career interests.

- **III-B.4:** Demonstrates an ability to understand individual student planning and career interests.

Develops strategies to implement individual student planning, such as strategies for appraisal, decision-making, goal setting, and evaluation.

- **III-B.3:** Demonstrates an ability to develop strategies to implement individual student planning.

Crosswalks ASCA Student Standards with appropriate guidance curriculum.

- **III-B.2:** Demonstrates an ability to crosswalk ASCA Student Standards with appropriate guidance curriculum.

The concept of a school counseling core curriculum.

- **III-B.1:** Demonstrates an ability to develop and deliver a school counseling core curriculum.

**Counseling theories and techniques that help students with special needs.**

- **III-B.4:** Demonstrates an ability to support students with special needs.

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligned with the ASCA National Model.

**Deliverable:** School counselors should articulate and document an understanding of:

- **III-C:** Abilities and Skills
- **III-D:** Attitudes
- **III-E:** Values
- **III-F:** Knowledge

**Standard 3:** Delivers
School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligned with the ASCA National Model.
**Reflection 1**

**Standard 4: MANAGEMENT**

School counselors should possess the knowledge, attitudes, skills and abilities necessary to manage a school counseling program aligned with the ASCA National Model.

| IV-A-1 | Leadership principles, including sources of power and authority, and formal and informal leadership |
| IV-A-2 | Organization theory to facilitate advocacy, collaboration and systemic change |
| IV-A-3 | Presentation skills for programs such as teacher in-service and school boards |
| IV-A-4 | Time management, including long and short-term management using tools such as schedules and calendars |
| IV-A-5 | Data-driven decision making |
| IV-A-6 | Current and emerging technologies such as use of the Internet, Web-based resources and management information systems |
| IV-B-1 | Negotiates with the administrator to define the management system for the comprehensive school counseling program |
| IV-B-2 | Discusses and develops the components of the school counselor management system with the other members of the counseling staff |
| IV-B-3 | Presents the school counseling management system to the principal, and finalizes an annual school counseling management agreement |
| IV-B-4 | Discusses the anticipated program results when implementing the action plans for the school year |
| IV-B-5 | Participates in professional organizations |
| IV-B-6 | Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions |
| IV-B-7 | Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator-school counselor agreement and district performance appraisals |
| IV-B-8 | Uses personal reflection, consultation and supervision to promote professional growth and development |
| IV-B-9 | Establishes and convenes an advisory council for the comprehensive school counseling program |
| IV-B-10 | Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program |
| IV-B-11 | Determines appropriate education stakeholders who should be represented on the advisory council |
| IV-B-12 | Develops meeting agendas |
| IV-B-13 | Reviews school data, school counseling program audit and school counseling program goals with the council |
| IV-B-14 | Records meeting notes and distributes as appropriate |
| IV-B-15 | Analyzes and incorporates feedback from advisory council related to school counseling program goals as appropriate |
| IV-C-1 | A school counseling program/department must be managed like other programs and departments in a school |
| IV-C-2 | The school counselor is part of the overall responsibilities of a school counselor |
| IV-C-3 | The program and departmental management must be mindful of administration with administrators |

**IV-B-1**

Leadership principles, including sources of power and authority, and formal and informal leadership.

**IV-B-2**

Organizational theory to facilitate advocacy, collaboration and systemic change.

**IV-B-3**

Presentation skills for programs such as teacher in-service and school boards.

**IV-B-4**

Time management, including long and short-term management using tools such as schedules and calendars.

**IV-B-5**

Data-driven decision making.

**IV-B-6**

Current and emerging technologies such as use of the Internet, Web-based resources and management information systems.

**IV-B-7**

Negotiates with the administrator to define the management system for the comprehensive school counseling program.

**IV-B-8**

Negotiates with the administrator to define the management system for the comprehensive school counseling program.

**IV-B-9**

Negotiates with the administrator to define the management system for the comprehensive school counseling program.

**IV-B-10**

Negotiates with the administrator to define the management system for the comprehensive school counseling program.

**IV-B-11**

Negotiates with the administrator to define the management system for the comprehensive school counseling program.
School counselors should possess the knowledge, skills, and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

**Standard 4: MANAGEMENT (continued)**

### Reflection 1

School counselors should possess the knowledge, skills, and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

<table>
<thead>
<tr>
<th>Reflection 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection 3</td>
</tr>
</tbody>
</table>

**Reflection 1**

- Acknowledges the need for ongoing professional development
- Demonstrates effective time management
- Uses student data to demonstrate a need for systemic change
- Keeps abreast of changes in education policies and legislation
- Utilizes a combination of data sources to evaluate program effectiveness
- Collaborates with school staff, parents, and community members

**Reflection 2**

- Demonstrates the ability to articulate and demonstrate knowledge of:
- Identifies and evaluates fair share responsibilities
- Designs and implements action plans
- Uses student data to demonstrate a need for systemic change

**Reflection 3**

- Creates a rationale for school counselor's time to focus on the goals of the comprehensive school counseling program
- Designs and implements action plans
- Uses student data to demonstrate a need for systemic change
**Reflection 2**

**Standard 5: ACCOUNTABILITY**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the process and results of a school counseling program aligning with the ASCA National Model.

<table>
<thead>
<tr>
<th>Reflections</th>
<th>A.B.</th>
<th>A.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.C.1.</td>
<td></td>
<td>School counseling programs should be evaluated for their overall effectiveness.</td>
</tr>
<tr>
<td>A.C.2.</td>
<td></td>
<td>Counselors should be accountable for their work.</td>
</tr>
<tr>
<td>A.C.3.</td>
<td></td>
<td>School counseling programs should be evaluated for their impact on student outcomes.</td>
</tr>
</tbody>
</table>

**Knowledge, Abilities and Skills**

<table>
<thead>
<tr>
<th>Reflections</th>
<th>A.B.</th>
<th>A.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.B.1.</td>
<td></td>
<td>The results of the school counseling program should be compared to the ASCA National Model.</td>
</tr>
<tr>
<td>A.B.2.</td>
<td></td>
<td>Counselors should be able to articulate and demonstrate an understanding of.</td>
</tr>
<tr>
<td>A.B.3.</td>
<td></td>
<td>Counselors should be able to perform program improvement activities.</td>
</tr>
<tr>
<td>A.B.4.</td>
<td></td>
<td>Counselors should be able to conduct program assessments.</td>
</tr>
<tr>
<td>A.B.5.</td>
<td></td>
<td>Counselors should be able to report the results of program assessments to stakeholders.</td>
</tr>
</tbody>
</table>

**Attitudes**

<table>
<thead>
<tr>
<th>Reflections</th>
<th>A.C.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.C.1.</td>
<td></td>
</tr>
<tr>
<td>A.C.2.</td>
<td></td>
</tr>
<tr>
<td>A.C.3.</td>
<td></td>
</tr>
<tr>
<td>A.C.4.</td>
<td></td>
</tr>
</tbody>
</table>
**Goal-Setting “Method 1,2,3”**
Santa Cruz City Schools

**Professional Goals:** For permanent employees, write three (3) professional goals. Temporary, probationary, and permanent employees who received “Does Not Meet or Emerging” need to write six (6) goals (if you have less than six (6) professional standards/domains, write a goal for each of the standards/domains). These goals are submitted to your primary evaluator at the Fall Planning Conference based on the standards/domains and relate to your reflection on the rubric.

<table>
<thead>
<tr>
<th>Name of Evaluatee</th>
<th>School/Site</th>
<th>Date</th>
</tr>
</thead>
</table>

Evaluator: __________________________________________

1. This year, aligned with Standard/Domian _________, I plan to
   
   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*
   
   Desired impact on student learning:

2. This year, aligned with Standard/Domian _________, I also plan to
   
   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*
   
   Desired impact on student learning:

3. This year, aligned with Standard/Domian _________, I also plan to
   
   Professional growth will be measured by *(data, student work, student assessment, other evidence, etc)*
   
   Desired impact on student learning:

**Conference Notes**

Evaluatee’s Signature ___________________________ Date ___________

Evaluator’s Signature ___________________________ Date ___________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
4. This year, aligned with Standard/Domain ________, I plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

5. This year, aligned with Standard/Domain ________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

6. This year, aligned with Standard/Domain ________, I also plan to

Professional growth will be measured by (data, student work, student assessment, other evidence, etc)

Desired impact on student learning:

Conference Notes

Evaluatee’s Signature __________________________ Date __________ Evaluator’s Signature __________________________ Date __________

(This signature will be considered an acknowledgement of outlining the goals for the _____ to _____ School Year.)
## Peer-Based Evaluation – Planning Sheet “Method 3”

**Santa Cruz City Schools**

### Planning Sheet for ____________________________

*(name of unit member)*

**Directions:** Please complete the items below and submit to your evaluator by September 15. Your evaluator will set up periodic meetings to review your progress on your Peer-Based Evaluation sheet.

<table>
<thead>
<tr>
<th>Partner:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department or Grade Level:</td>
</tr>
</tbody>
</table>

**Brief description for choosing this method:**
What do you hope to learn about your teaching or about student learning? How will this advance your proficiencies?

<table>
<thead>
<tr>
<th>Observation:</th>
</tr>
</thead>
</table>
| What practices do you plan to observe closely? Have you and your partner identified Standards/Domains to focus on during your observation?

<table>
<thead>
<tr>
<th>What is your timeline:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anticipated Pre/Post Observation dates?</td>
</tr>
<tr>
<td>• Anticipated Observation dates?</td>
</tr>
<tr>
<td>• Will you need coverage for your class? If so, have you discussed this with your evaluator?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluatee’s Signature</th>
<th>Date</th>
<th>Evaluator’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
### Peer-Based Observation Form “Method 3”

**Santa Cruz City Schools**

<table>
<thead>
<tr>
<th>Name of Unit Member being observed</th>
<th>School/Site</th>
<th>Date</th>
</tr>
</thead>
</table>

**Grade level:**

**Subject:**

**Time:** __ to __

**# of Students:**

**Observer:**

---

*This form should be used for observations for Peer-Based - Method 3*

<table>
<thead>
<tr>
<th>Student learning goal(s) and success criteria</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Observations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learnings from observations</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Follow up Items for post conference</th>
</tr>
</thead>
</table>

Post Observation Meeting Notes “Method 3”
Santa Cruz City Schools

Name of Unit Member being observed __________________________ School/Site __________________________ Date ____________

Grade level: ___________ Subject: ___________________________ Time: _____ to _____ # of Students: __________

Observer: __________________________

This form should be used for observations for Peer-Based - Method 3

Items We Discussed

Learning to Apply Them to Classroom

Next Steps

________________________________________________________
Evaluator’s Signature Date

________________________________________________________
Evaluatee’s Signature Date

(This signature will be considered an acknowledgement of having read and discussed this form, not an agreement or disagreement with the content.)
# Santa Cruz City Schools Certificated Evaluation

**Summative Evaluation – Counselor “Method 1, 2, 3”**

**Santa Cruz City Schools**

**METHOD OF EVALUATION:**
- [ ] Administrative Evaluation “Method 1”
- [ ] Project-Based Evaluation “Method 2”
- [ ] Peer-Based Evaluation “Method 3”

**NAME** ___________________________ **ASSIGNMENT** ___________________________ **DATE** ___________________________

**SCHOOL/LOCATION** ___________________________ **EVALUATOR** ___________________________

**CERTIFICATED STATUS (Check One):**
- Permanent [ ]
- Temporary [ ]
- Probationary [ ]
- 1st Year [ ]
- 2nd Year [ ]

<table>
<thead>
<tr>
<th>1 = Practice Does Not Meet Standard</th>
<th>2 = Practice Partially Emerging Standard</th>
<th>3 = Practice Proficient</th>
<th>4 = Practice Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

1. **SCHOOL COUNSELING PROGRAMS**
   - 1.1 Knowledge -
   - 1.2 Abilities and Skills -
   - 1.3 Attitudes -

2. **FOUNDATIONS**
   - 2.1 Knowledge -
   - 2.2 Abilities and Skills -
   - 2.3 Attitudes -

3. **DELIVERY**
   - 3.1 Knowledge -
   - 3.2 Abilities and Skills -
   - 3.3 Attitudes -

4. **MANAGEMENT**
   - 4.1 Knowledge -
   - 4.2 Abilities and Skills -
   - 4.3 Attitudes -

5. **ACCOUNTABILITY**
   - 5.1 Knowledge -
   - 5.2 Abilities and Skills -
   - 5.3 Attitudes -
NARRATIVE SUMMARY:
1. Comments pertaining to progress toward professional goal(s).
2. If any standard checked 1 “Does not meet Standard” or 2 “Emerging Standard”, specific recommendations for improvement for each area of need must be listed.
3. Unit member with an overall rating below Proficient needs an Improvement Support Plan, aligned with the Summative Evaluations. The improvement plan shall include suggestions for remediation in the specific areas of deficiency, recommended support through the upcoming evaluation cycle, and realistic timelines for improvement.

EVIDENCE/DATA SUMMARY:

OVERALL EVALUATION RATING

☐ Does Not Meet Standards
☐ Emerging Standards
☐ Proficient
☐ Distinguished

EVALUATEE SIGNATURE DATE EVALUATOR SIGNATURE DATE

This signature will be considered an acknowledgement of having read and discussed this form, not an agreement with the content. Unit members who have an overall evaluation lower than “proficient” are encouraged to invite a GSCFT representative to the summary evaluation conference in order to create the required remediation plan.
Directions: This final reflection sheet needs to be completed by the Second Friday in April.

1. To reflect on your growth during this evaluation cycle, highlight your progress on your three selected goals from the fall.

2. Describe your overall professional growth this year as a result of the evaluation cycle?

3. How will you implement your learnings into your practice?

4. How might you share or expand your project or what you learned as a result of a Peer-Based Evaluation to a department-wide or school-wide benefit?