Administrator Feedback/Evaluation

STANDARD	Yes	No		
Source: Utah Effective Professional School Counselor, Standard 7.1 & 7.2				
A.1 Knows and adheres to federal and state law, district policies, and professional standards.	Yes	No		

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 1.1				
A.2 Collaborates to promote a positive school climate.	Seldom collaborates outside of the local counseling team; seldom connects to students or parents.	Collaborates with other professionals within the school, occasionally connects to students and parents, and sometimes participates in student programs.	Collaborates regularly with other professionals within the school and between schools, connects to students and parents, and helps establish programs that positively affect students.	Analyzes data and assumes a leadership role collaboration with other professionals within the school and between schools, regularly connects to students and parents, and establishes programs that positively affect most students.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 1.2				
A.3 Collaborates to promote academic success for all students to become college and career ready.	Seldom attends student advocacy meetings, minimally helps students with registration, and does not participate in interventions or other activities.	Attends IEP and 504 meetings as needed, helps students with registration, assists with interventions and other activities related to college and career.	Collaborates with others through participation in IEPs, 504s, and registration. Holds College and Career Readiness meetings (secondary only), interventions and other activities, and reviews data for all students.	Seeks opportunities to be a student advocate in IEPs, 504s, and registration; involves parents in College and Career Readiness meetings (secondary only), creates and implements interventions and other activities, reviews data and implements action plans for students in Career Literacy.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 6.3				
A.4 Serves on both building-level and district-level committees as appropriate.	Rarely participates in committees.	Regularly attends committees when opportunities are presented.	Consistently contributes and collaborates with building- and/or district-level committee members and seeks out opportunities to be involved.	Provides collaborative leadership in committees, is highly engaged in setting the direction of committee purposes and objectives, and consistently follows through on implementation of committee plans.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 4.2				
A.5 Collaborates with parents, teachers, administrators, community resources, and other relevant stakeholders to address student needs.	Little to no communication with stakeholders	Communicates with some stakeholders.	Collaborates with some stakeholders on the needs of the individual student.	Collaborates with most relevant stakeholders on the needs of the individual student.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 4.4				
A.6 Assists students in developing a plan for credit recovery or appropriate grade level interventions for student supports.	Completes credit recovery plans with little success and fails to provide students with appropriate grade level interventions.	Develops plans for students to recover credit and/or provides opportunities for school-based interventions.	Works with school support staff to assist students with credit recovery plans and/or provide students with school-based interventions to support academic achievement.	Applies best practice approaches and collaborates with school support staff to assist students and their parents/guardians in developing plans for student credit recovery and/or providing school based interventions.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 7.4.				

A.7 Systemically manages times to be available to stakeholders (parents, students, teachers, etc) in a professional manner.	Is not available in a timely manner most of the time.	Provides options for counselor contact regarding social, emotional, behavioral, and educational support.	Provides options for counselor contact regarding social, emotional, behavioral, and educational support and is professionally responsive in a timely manner to phone and e-mail contacts.	Provides multiple formal and informal options for counselor contact regarding social, emotional, behavioral, and educational support, and communicates these options while responding in a timely manner to phone and e-mail contacts.

Administrator Feedback/Evaluation Continued -
Standards Previously Covered by Comprehensive School Counseling Program Performance Evaluation

STANDARD	Formal On-Site Review Results, Recommendations and Signature Page			
Source: Utah College and Career Readiness School Counseling On-Site Formal Review Performance Evaluation				
Utah College and Career Readiness School Counseling Program Performance Evaluation	1. Counselor may provide signed and completed Formal On-Site Review Results, Recommendations and Signatures (pp. 21-25 of program evaluation) to Administrator for evidence of standards A.8 - A.16. *Formal On-Site Review Results, Recommendations and Signatures Sample* 2. Administrator evaluates standards A.8 - A.16 based on the Formal On-Site Review Results, Recommendations and Signatures (pp. 21-25 of program evaluation). Individual school counselors may provide additional evidence for a higher score on each standard.			

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 2.1.				
A.8 Plans and delivers curriculum based on Systemic Assessment results, Student Outcomes Standards, and School Improvement Plan.	Uses little data to plan curriculum and/or not involved in delivery of classroom presentations.	Plans curriculum based on one of the following: Systemic Assessment results, Student Outcomes or other competencies, or the School Improvement Plan.	Plans effective curriculum based on two of the following: Systemic Assessment results, Mindsets & Competencies, or the School Improvement Plan.	Plans effective curriculum based on Systemic Assessment results, Student Mindsets & Competencies Standards, and the School Improvement Plan.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 2.4.				
A.9 Conducts information seminars for parents, guardians, and students to address the needs of the school community.	Only offers informational seminars if required by supervisor.	Offers an informational seminar to stakeholders as needed and if requested.	Offers and publicizes informational seminars to parents and students that are based on self-identified stakeholders needs.	Regularly offers publicized informational seminars to parents and students that are based on needs assessment data and evidence.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 3.1.				
A.10 Facilitates a process of career exploration and incudes information about Career and Technical Education (CTE) pathways and post-secondary education.	Does not facilitate career exploration or provide information about CTE pathways or post-secondary education.	Does little to faciliate exploration or provide information about CTE pathways or post-secondary education.	Facilitates student career exploration and includes information about CTE pathways and post-secondary education.	Facilitates student career exploration, CTE pathways and post-secondary education and includes additional stakeholders (parents, faculty, etc.).

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 4.1.				
A.11 Effectively counsels individual students and small groups of students with identified needs and concerns.	Uses few, if any, activities to address the immediate and ongoing needs of the students.	Relies primarily on a crisis response format to engage students in small group activities or individual counseling.	Uses school needs data to provide individual student and small group activities dealing with ongoing student issues.	Uses a programmatic system to collect data to identify student needs. Provides effective individual student and small group activities to deal with ongoing student issues.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 5.1.				
A.12 Uses data to make decisions regarding School Counseling Program improvement and close student achievement gaps.	Uses minimal data in making decisions regarding counseling program improvement.	Collects and analyzes data and consults with the school mental health team to determine program effectiveness.	Collects and analyzes multiple sources of data and consults with school mental health team and administration on implementing improvements to the school counseling program in coordination with the school improvement plan.	Collects and analyzes multiple sources of data and consults with school mental health team, administrators, and additional appropriate stakeholders on implementing data driven improvements to the program in coordination to the school improvement plan.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective
Source: Utah Effective Professional School Counselor, Standard 5.2.				

	Not Effective	Emerging Effective	Effective	Highly Effective
A.13 Uses data to show the impact of the school counseling program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for all students.	There is little or no evidence the counselor uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for student populations.	Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for most student populations.	Uses data to show the impact of the counselor's role in the school counselor program on student achievement, attendance and behavior and analyzes school counseling program assessment to guide future action and improve future results for some student populations.	Uses multiple sources of data to show the impact of the counseling program and the counselor's contribution on student achievement, attendance and behavior, and analyzes school counseling program assessments to guide future action and improve future results for students in the school and in the district.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 5.3.

	Not Effective	Emerging Effective	Effective	Highly Effective
A.14 Analyzes school and school counseling program data to provide equity in student supports throughout the school.	Uses data minimally to show a link between student outcomes and the counseling program.	Uses a single source of data to link student outcomes to counseling program efforts.	Utilizes multiple sources of data collection to link student outcomes to counseling program efforts.	Utilizes multiple sources of data collection to link student outcomes to equitable counseling program activities and share these data with administration, advisory committee, stakeholders, and the community.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 6.2.

	Not Effective	Emerging Effective	Effective	Highly Effective
A.15 Promotes the school counseling program's philosophy, priorities and practices to staff, parents, and community.	Does little to promote the school counseling program to stakeholders.	Promotes the school counseling program to some stakeholders as needed.	Promotes the school counseling program and its benefits and practices to all stakeholders.	Promotes the school counseling program and its benefits to all stakeholders using a variety of methods and strategies.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 7.3.

	Not Effective	Emerging Effective	Effective	Highly Effective
A.16 Promotes cultural diversity and inclusiveness in both school policy and interpersonal relationships.	Does little to apply actions for the inclusion of underserved and diverse populations.	Occasionally promotes cultural diversity and inclusion.	Promotes the success of all students by promoting cultural diversity, equity, and inclusiveness in all situations.	Advocates for the success of all students by promoting cultural diversity, equity, and inclusiveness in school policy and shares data to challenge assumptions of academic stereotyping.

District School Counselor Consultant Feedback/Evaluation

10 - 15% of JPAS Score

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 7.4.

	Not Effective	Emerging Effective	Effective	Highly Effective
D.1 Meets with students in a small group/classroom setting and/or individually several times per year.	Meets with students small group/classroom setting and/or individually: *Secondary* - 0-1 time a year with each student; *Elementary* - less than 40% of time spent interacting with or serving students.	Meets with students small group/classroom setting and/or individually: *Secondary* - 2 times a year; *Elementary* - 41-60% of time spent interacting with/serving students.	Meets with students small group/classroom setting and/or individually: *Secondary* - 3 times a year; *Elementary* - 61-70% of time spent interacting with/serving students.	Meets with students small group/classroom setting and/or individually: *Secondary* - 4 or more times a year; *Elementary* - 71-85% of time spent interacting with/serving students

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 7.5.

	Not Effective	Emerging Effective	Effective	Highly Effective
D.2 Participates in District In-Services.	Participates in 0 - 25% of District In-Service and training meetings.	Participates in 26 - 50% of District In-Service and training meetings.	Participates in 51 - 75% of District In-Service and training meetings.	Participates in 76 -100% of District In-Service and training meetings.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 7.5.

	Not Effective	Emerging Effective	Effective	Highly Effective
D.3 Participates in Feeder System quarterly meetings.	Participates in 0 - 25% of Feeder System quarterly meetings.	Participates in 26 - 50% of Feeder System quarterly meetings.	Participates in 51 - 75% of Feeder System quarterly meetings.	Participates in 76 -100% of Feeder System quarterly meetings.

STANDARD	Not Effective	Emerging Effective	Effective	Highly Effective

Source: Utah Effective Professional School Counselor, Standard 7.1

	Not Effective	Emerging Effective	Effective	Highly Effective
D.4 Participates in mandatory trainings such as Prevention, Crisis Reponse, BRISC, etc.	Participates in 0 - 25% of Mandatory Trainings.	Participates in 26 - 50% of Mandatory Trainings.	Participates in 51 - 75% of Mandatory Trainings.	Participates in 76 - 100% of Mandatory Trainings.

Parent/Student Stakeholder Feedback/Evaluation

Counselor provides evidence of stakeholder input by way of results from the climate survey, emails, and/or descriptive phone logs.

Committee Members:

Stacee Worthen (School Counseling Consultant)

Hillary Emmer (School Counseling Specialist)

Ally Barson (Fort Herriman Middle School)

Melisa Christiansen (Copper Mountain Middle School)

Josh Flores (Mountain Creeek Middle School)

Amy Gibson (Hidden Valley Middle School)

Brandt Haberman (West Jordan High School)

Becky Hunsaker (Mountain Creek Middle School)

Alena Johnson (Jordan Academy of Technology and Careers, North Campus)

Jess Otero (West Hills Middle School)

Jen Whitcanack (Heartland Elementary School)