

Elementary School Counselor's or School Social Worker's Evaluation

NAME: _____ SCHOOL: _____
DISTRICT _____ DATE: _____
EVALUATOR: (1-5) _____
SCHOOL _____ DATE: _____
EVALUATOR: (6-20) _____

Important Notes:

- *Fulvia Franco will complete indicators 1-5.*
- *Documentation could include anecdotal notes, student logs, meeting notes, student contact sheets, student contracts, referrals, student assessments, calendars, lesson plans*

Student Intervention

1. Uses multiple methods of assessment to identify students' behavioral needs.
 - NE Does not use data to identify student behavioral needs. *Shows no documentation.*
 - ME Uses one data source to identify student behavioral needs. *Shows documentation for less than 3 students.*
 - E Uses multiple sources of data to identify student behavioral needs. *Shows documentation for 3 students.*
 - HE Uses multiple sources of data and consults through a PLC process to identify student behavioral needs. *Shows documentation for 3 or more students.*
2. Uses data to develop goals that meet identified students' behavioral needs
 - NE Does not use data in developing goals that meet identified students' behavioral needs. *Shows no documentation.*
 - ME Uses one data point in developing goals that meet identified students' behavioral needs. *Shows documentation for less than 3 students.*
 - E Collects and analyzes multiple sources of data to develop goals that meet identified students' behavioral needs. *Shows documentation for 3 students.*
 - HE Collects and analyzes multiple sources of data and consults through a PLC process to develop goals that meet identified students' behavioral needs. *Shows documentation for 3 or more students.*
3. Implements behavioral interventions for students based on identified needs.
 - NE Fails to provide students with interventions. *Shows no documentation.*
 - ME Implements behavioral interventions that are not based on identified student needs. *Shows documentation for less than 3 students.*
 - E Creates and implements behavioral interventions based on identified student's needs and goals. *Shows documentation for 3 students.*
 - HE Works collaboratively with teachers and administration to create and implement behavioral interventions based on identified student needs and goals. *Shows documentation for 3 or more students.*
4. Uses data to monitor the effectiveness of behavioral interventions for students.
 - NE Fails to monitor behavioral interventions. *Shows no documentation.*
 - ME Fails to use data to monitor the effectiveness of behavioral interventions. *Shows documentation for less than 3 students.*
 - E Uses a systematic tracking process to monitor the effectiveness of behavioral interventions. The process includes, a standards-based goal, a scheduled pre and post assessment, and evidence of student growth. *Shows documentation for 3 students.*
 - HE Works collaboratively with teachers and administration to monitor the effectiveness of behavioral interventions and makes adjustments to goals accordingly. *Shows documentation for 3 or more students.*

5. Provides family counseling, parent education class, or other duties as assigned through the Jordan Family Education Center (JFEC).
- NE Does not participate in JFEC duties.
 - ME Offers minimal support to JFEC duties.
 - E Participates in JFEC duties as assigned.
 - HE Participates in JFEC duties as assigned and frequently reflects on the effectiveness of performance of JFEC duties.

Counseling and Consultation Services

6. Effectively provides individual and/or group counseling to students with identified needs and concerns.
- NE Provides no individual and/or group counseling to students. *Shows no documentation.*
 - ME Provides inconsistent individual and/or group counseling to students. *Shows documentation of serving less than 40 students per week.*
 - E Provides regular individual and/or group counseling based on identified needs. *Shows documentation of serving an average of 40 students per week.*
 - HE Provides regular individual and/or group counseling based on identified needs. Uses a programmatic system to log the effectiveness of counseling services. *Shows documentation of serving more than 40 students per week.*
7. Provides crisis counseling or support in unplanned events or emergency situations.
- NE Does not provide crisis counseling or support.
 - ME Provides minimal crisis counseling or support.
 - E Provides crisis counseling or support in unplanned events or emergency situations.
 - HE Provides crisis counseling or support in unplanned events or emergency situations by using a pre-planned course of action.
8. Provides consultation services to parents, educators and/or staff.
- Note: The elementary school counselor or school social worker presents a log. The log must include the date of the consultation/collaboration, names of participants, in consultation/collaboration, the reason for the consultation/collaboration, and a complete description of the process followed. The consultation/collaboration must have taken place during the current school year.*
- NE Does not provide consultation services
 - ME Provides minimal consultation service to parents, educators and/or staff
 - E Provides three - five consultation services to parents, educators and/or staff yearly
 - HE Provides more than five consultation services to parents, educators, and/or staff yearly
9. Acts as a liaison between school and outside agencies/professionals to meet the mental health, behavioral, or educational needs of students.
- Note: The elementary school counselor or school social worker presents a log. The log must include the date of the meeting, phone call email, etc., the name of the agency, the name of the representative of the agency, and the subject of the discussion. The log may be presented as personal calendar notations, a student log form indicating a contact with a physician or outside agency or private provider, a list of all outside agency/professional contacts during the current school year, individual notations of outside agency/professional contacts.*
- NE Does not establish contact with outside agencies/professionals
 - ME Establishes minimal contact with outside agencies/professionals
 - E Establishes two-three contacts with outside agencies/professionals yearly
 - HE Establishes four or more contacts with outside agencies/professionals yearly.

10. Provides resources and/or in-service to parents, educators, administrators, and other team members related to mental health, behavioral or educational issues.
Note: The evidence could consist of the following: handouts, a list of materials shared, a copy of materials shared, an administrative note indicating the in-service provided, evaluation forms collected from an in-service, communication from parents about materials shared with them. Materials or in-service must be provided to parents, educator, or team member related to mental health and educational issues during a consultation, collaboration or in-service. It must have been distributed during the current academic year.
- NE Does not provide evidence of an in-service, resources, and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or in-service.
- ME Presents evidence of one in-service, resource, or material that has been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or in-service.
- E Presents evidence of two-three in-services and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or in-service.
- HE Presents evidence of four or more in-services and/or materials that have been provided to a parent, educator, administrator, or team member during a consultation, collaboration, or in-service.
11. Assists in the implementation of classroom management and instructional strategies designed to provide appropriate educational opportunities for students.
- NE Does not present a log indicating collaboration with another staff member in implementing classroom management and/or instructional strategies
- ME Presents a log indicating collaboration with another staff member in implementing classroom management and/or instructional strategies
- E Presents a log indicating collaboration with two - three staff members in implementing classroom management and/or instructional strategies
- HE Presents a log indicating collaboration with four or more staff members in implementing classroom management and/or instructional strategies and includes adjustments made to intervention or strategy when needed.

Time Management

12. Collaborates with educators, administrators and other support personnel to schedule services.
- NE Does not collaborate to schedule services. *Shows no documentation.*
- ME Minimal collaboration to schedule services. *Shows documentation of scheduled services.*
- E Collaborates with educators, administrators and other support personnel to schedule services. *Shows documentation of collaboration to schedule services.*
- HE Collaborates with educators, administrators and other support personnel. *Shows documentation of collaboration to schedule services and shares documentation with colleagues.*
13. Assigns priority rankings to job assignments.
Note: The elementary school counselor or school social worker presents a plan. The plan must have been developed collaboratively with the principal assigning priority to three - five elementary school counselor or school social worker related tasks based on school needs. The plan must have been developed within the first month of the current academic year or be a revision of that plan. If the elementary school counselor or school social worker is assigned to two schools, plans for both schools must be shown. The plan might include priority for that school year that was given to the elementary school counselor or school social worker such as: providing behavioral intervention, crisis intervention, and group counseling with students, or working with a school-wide behavior management plan.
- NE Does not prioritize job assignments
- ME Occasionally provides the principal with a schedule
- E Develops a plan collaboratively with the school principal, assigning priority to school counselor-related tasks based on school needs.
- HE Develops a plan collaboratively with the school principal, assigning priority to elementary school counselor or school social worker related tasks based on school needs, and monitors schedule to ensure time is given to priority tasks.

14. Allocates time to tasks appropriately.
- NE Does not use time appropriately
 - ME Inconsistently allocates time to tasks appropriately
 - E Allocates time to tasks appropriately and periodically tracks how working time is spent (for at least 5 consecutive days) to ensure that at least 50% of time is spent on priority tasks.
 - HE Allocates time to tasks appropriately and regularly tracks how working time is spent to ensure that at least 50% of time is spent on priority tasks. Makes adjustments as needed.

Student Instruction

15. Presents rules and consequences.
- NE Does not present rules and consequences
 - ME Presents rules or consequences, but not both
 - E Presents rules and consequences
 - HE Presents rules, consequences, and provides evidence of student acknowledgement
16. Plans and presents effective mental health or behavioral curriculum.
- NE Does not plan or present mental health or behavioral curriculum. *Shows no documentation.*
 - ME Plans or present inconsistent mental health or behavioral curriculum. *Shows documentation of minimal lessons shared with classrooms.*
 - E Plans and presents consistent and effective mental health or behavioral curriculum. *Shows documentation of consistent curriculum lessons shared with classrooms.*
 - HE Collects and uses data to make adjustments to plans and presentations of mental health or behavioral curriculum. *Shows documentation of adjustments made to lessons based on data and or feedback.*
17. Manages and engages students through varied instructional and behavioral strategies.
- NE Does not manage or engage students. *Shows no documentation.*
 - ME Needs assistance to manage or engage students. *Shows documentation of instructional and behavioral strategies.*
 - E Manages and engages students through varied instructional and behavioral strategies. *Shows documentation (feedback) of student engagement*
 - HE Uses data in the selection of instructional and behavioral strategies in order to manage and engage students. *Shows how documentation (feedback) was used to select, modify, or change instructional and behavioral strategies.*

Professional Growth and Responsibilities

18. Responds to feedback to continually evaluate and adapt professional practices.
- NE Does not use feedback to evaluate and adapt professional practices. *Shows no documentation.*
 - ME Uses minimal feedback to evaluate and adapt professional practices. *Shows documentation of personal feedback.*
 - E Uses feedback to continually evaluate and adapt professional practices. *Shows documentation of feedback provided by a peer.*
 - HE Seeks multiple forms of feedback to evaluate and adapt professional practices. *Shows documentation of feedback provided by 2 or more peers.*
19. Seeks continuous professional growth.
- NE Does not participate in professional learning activities
 - ME Shows participation in at least one professional learning activity
 - E Shows participation in professional learning activities and evidence of applying newly learned strategies
 - HE Shows participation in professional learning activities, evidence of applying newly learned strategies, and evidence of collaborating with colleagues to evaluate the strategy.

20. Communicates with parents/guardians.

Note: The elementary school counselor or school social worker presents evidence of communication to parent/guardian about academics or behavior such as: a copy of a card, certificate, or letter sent home for a student, or multiple student log entries of telephone calls/emails that designate the student behavior and who was contacted. The elementary counselor or school social worker presents evidence of collaboration such as: a jointly created plan between the elementary counselor or school social worker and regular education personnel to meet student needs, a series of emails corresponding with a parent to address an individual student's needs, or a copy of a behavioral contract for one student that has been signed by the parent.

- NE Does not communicate with parent/guardian regarding positive performance or possible problems
- ME Communicates with parent/guardian regarding positive performance or possible problems
- E Communicates with one-two parents/guardian regarding positive performance and possible problems.
- HE Communicates with three or more parents/guardians regarding positive performance and possible problems and collaborates with regular education personnel to meet student needs

21. Knows and adheres to federal and state law, district policies, and professional standards.

- NE Does not follow federal and state law, district policies, and professional standards. *Administrator shows documentation of a failure to follow federal and state law, district policies, or professional standards.*
- ME Inconsistently follows federal and state law, district policies, and professional standards. *Shows no documentation.*
- E Follows federal and state law, district policies, and professional standards. *Shows documentation of knowledge of laws, policies, or professional standards.*
- HE Models consistent alignment of professional practices with federal and state law, district policies, and professional standards and holds others to the same. *Shows documentation of participation in committees or of assisting colleagues better understand laws, policies, or standards.*

22. Resolves complaints.

- NE Does not respond to request to resolve written complaints
- ME Responded ineffectively to written requests to solve complaints
- E Responded in an effective manner to all written requests to solve complaints
- HE Did not receive any written requests to resolve complaints

23. Compliance (This indicator requires administrative documentation in order to mark NE.)

- NE Administrator presents a record of a pattern of unexcused absences from meetings and/or duties over the past year

Describe what was presented here:

- HE Has been present for required meetings and/or duties over the past year

24. Professional and ethical behavior

- NE Administrator presents a record of educator out of compliance related to professional and ethical behavior regarding issues such as: testing ethics, student-teacher relationships, confidentiality, professional demeanor, professional appearance, punctuality, support of school goals.

Describe what was presented here:

- HE There is no written record showing the educator out of compliance.

After completion, please send form to the JES Office for scoring.