

SAN MARINO UNIFIED SCHOOL DISTRICT
COUNSELOR PLAN FOR PROFESSIONAL GROWTH PART I

Standards	
I. The Possession and demonstration of exemplary counseling and communication skills II. The ability to understand and promote student development and achievement III. The ability to facilitate transitions and counsel students toward the realization of their full educational potential IV. The ability to recognize, appreciate, and serve cultural differences and the special needs of students and families V. The demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities	VI. The ability to develop, collect, analyze, and interpret data VII. The demonstration of advocacy and leadership in advancing the concerns of students VIII. The ability to organize and integrate the pre-college guidance and counseling component into the total school guidance program IX. Develops as a professional X. Fulfills professional responsibilities

NAME _____

SITE _____

DATE _____

SCHOOL YEAR _____

GOAL(S) _____

(counselor and administrator shall mutually agree upon 1 or 2 goals that specifically relate to student success)

Goals: Based upon standards/professional protocol

Strategies:

I will use the following techniques, strategies, and procedures to help in student success:

Assessment:

How will I assess and measure student success?

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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SAN MARINO UNIFIED SCHOOL DISTRICT COUNSELOR PLAN FOR PROFESSIONAL GROWTH PART II

Standards

- I. The Possession and demonstration of exemplary counseling and communication skills
- II. The ability to understand and promote student development and achievement
- III. The ability to facilitate transitions and counsel students toward the realization of their full educational potential
- IV. The ability to recognize, appreciate, and serve cultural differences and the special needs of students and families
- V. The demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- VI. The ability to develop, collect, analyze, and interpret data
- VII. The demonstration of advocacy and leadership in advancing the concerns of students
- VIII. The ability to organize and integrate the pre-college guidance and counseling component into the total school guidance program
- IX. Develops as a professional
- X. Fulfills professional responsibilities

Actual Results: Explain data, achievement, or progress made toward intended outcome(s)

In my pursuit of continued professional growth, I . . .

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1/24/2006



SAN MARINO UNIFIED SCHOOL DISTRICT
COUNSELOR OBSERVATION RECORD

Name: _____

Date: _____

School: _____

Evaluator: _____

Evaluator shall mark a "1" or "2" in each box. (1) meets standards (2) does not meet standards. An unmarked box indicates it was not observed.

Part I- COUNSELOR OBSERVATION STANDARDS

<p>I. The Possession and Demonstration of Exemplary Counseling and Communication Skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assists students in developing skills needed to facilitate their educational development <input type="checkbox"/> Possesses individual and group counseling and communication skills and maintains rapport with students <input type="checkbox"/> Understands and is sensitive to the nature and functioning of the student within the family, school, and community contexts <input type="checkbox"/> Recognizes individual differences among students and integrates an understanding of this information into the counseling relationship <input type="checkbox"/> Assists students and their families in addressing the personal, social, and emotional concerns and problems that may impede their educational development <input type="checkbox"/> Works with teachers, pupil service specialists, and other educators, and related community representatives in addressing student concerns and problems <input type="checkbox"/> Demonstrates proficiency of written and verbal skills <input type="checkbox"/> Establishes productive linkages with college admission representatives <input type="checkbox"/> Other (see additional observation record notes) 	<p>Commendations/Suggestions</p>
<p>II. The Ability to Understand and Promote Student Development and Achievement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possesses a knowledge of basic psychology in human growth and development in relationship to learning needs <input type="checkbox"/> Assists students in the assessment of their individual needs as they relate to academic achievement and postsecondary planning <input type="checkbox"/> Counsels students in understanding the full range of educational and career options open to them <input type="checkbox"/> Collaborates with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided <input type="checkbox"/> Other (see additional observation record notes) 	<p>Commendations/Suggestions</p>

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Part I- COUNSELOR OBSERVATION STANDARDS - Continued

<p>III. The Ability to Facilitate Transitions and Counsel Students Toward the Realization of Their Full Educational Potential</p> <p><input type="checkbox"/> Assists students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities</p> <p><input type="checkbox"/> Demonstrates the ability to counsel students during times of transition, separation, and heightened stress</p> <p><input type="checkbox"/> Possesses and demonstrates an understanding of the current admission requirements, timelines, and application procedures employed by colleges and universities</p> <p><input type="checkbox"/> Assists students in understanding the college and university admission process</p> <p><input type="checkbox"/> Develops a counseling network in conjunction with the College and Career Center</p> <p><input type="checkbox"/> Assists students and their parents in understanding the costs of postsecondary education, the various forms of financial aid, and how they may access it</p> <p><input type="checkbox"/> Other (see additional observation notes)</p>	<p>Commendations/Suggestions</p>
<p>IV. The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families</p> <p><input type="checkbox"/> Demonstrates an awareness of and sensitivity to unique social, cultural, and economic differences</p> <p><input type="checkbox"/> Possesses knowledge of outreach services and support systems designed to support student needs</p> <p><input type="checkbox"/> Seeks to improve and extend services to underserved students, especially those who are under-represented among postsecondary education constituencies</p> <p><input type="checkbox"/> Other (see additional observation notes)</p>	<p>Commendations/Suggestions</p>

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**SAN MARINO UNIFIED SCHOOL DISTRICT
COUNSELOR OBSERVATION RECORD**

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School: _____

Date: _____
Evaluator: _____

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Part I- COUNSELOR OBSERVATION STANDARDS - Continued

<p>V. The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities</p> <p><input type="checkbox"/> Recognizes the interests and well-being of the student as paramount in the counseling relationship and places student interests above those of the institution</p> <p><input type="checkbox"/> Represents individual students, as well as their institutions, honestly, openly, and in accordance with accepted professional standards and protocol</p> <p><input type="checkbox"/> Demonstrates knowledge of the professional standards, policies, and practices of the National Association for College Admission Counseling (NACAC) and other professional organizations</p> <p><input type="checkbox"/> Engages in appropriate professional development and continuing education experiences to maintain a high level of professional knowledge and skills</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p align="center">Commendations/Suggestions</p>
<p>VI. The Ability to Develop, Collect, Analyze and Interpret Data</p> <p><input type="checkbox"/> Establishes effective systems for conveying important data and information about students between educational levels</p> <p><input type="checkbox"/> Understands the proper administration and uses of standardized tests and is able to interpret test scores and test-related data to students and parents</p> <p><input type="checkbox"/> Demonstrates a familiarity with available technology and the ways in which it can support the pre-college guidance and counseling process</p> <p><input type="checkbox"/> Uses historical admission patterns and trends to assist students in gauging the appropriateness of their applications to particular colleges or universities</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p align="center">Commendations/Suggestions</p>

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SAN MARINO UNIFIED SCHOOL DISTRICT
COUNSELOR OBSERVATION RECORD

Name: _____

Date: _____

School: _____

Evaluator: _____

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Part I- COUNSELOR OBSERVATION STANDARDS - Continued

<p>VII. The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students</p> <p><input type="checkbox"/> Advocates the educational needs of students and works to ensure that these needs are addressed at every level of the school experience</p> <p><input type="checkbox"/> Understands the political issues and climate of the school and works to improve and extend programs and services that strengthen the educational experiences of all students</p> <p><input type="checkbox"/> Other (see additional observation notes)</p>	<p>Commendations/Suggestions</p>
<p>VIII. The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program</p> <p><input type="checkbox"/> Promotes guidance and counseling experiences for all students addressing the pre-college guidance and counseling process at all appropriate levels</p> <p><input type="checkbox"/> Conducts appropriate planning, design, research, and evaluation activities to ensure that all pre-college guidance and counseling services are maintained at an effective and relevant level</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p>Commendations/Suggestions</p>

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COUNSELOR OBSERVATION RECORD**

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Part II-PROFESSIONAL GOALS AND RESPONSIBILITIES

<p>IX. DEVELOPS AS A PROFESSIONAL</p> <p><input type="checkbox"/> Actively pursues opportunities to contribute and grow professionally</p> <p><input type="checkbox"/> Involves families and community members in student learning</p> <p><input type="checkbox"/> Works with colleagues to improve teaching and learning</p> <p><input type="checkbox"/> Models life-long learning by keeping current on latest research and advancement in education</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p align="center">Commendations/Suggestions</p>
<p>X. FULFILLS PROFESSIONAL RESPONSIBILITIES</p> <p><input type="checkbox"/> Maintains records and/or reports</p> <p><input type="checkbox"/> Adheres to timelines in all areas of responsibility</p> <p><input type="checkbox"/> Supervises students outside of classroom, as assigned</p> <p><input type="checkbox"/> Attends required meetings</p> <p><input type="checkbox"/> Works effectively and cooperatively with others</p> <p><input type="checkbox"/> Utilizes effective communication</p> <p><input type="checkbox"/> Adheres to assigned work schedule</p> <p><input type="checkbox"/> Maintains professional demeanor and appearance</p> <p><input type="checkbox"/> Fulfills duties as assigned and as noted in the collective bargaining agreement</p> <p><input type="checkbox"/> Other (see additional observation record notes)</p>	<p align="center">Commendations/Suggestions</p>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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1/24/2006

Improvement Plan Attached



SAN MARINO UNIFIED SCHOOL DISTRICT COUNSELOR ADDITIONAL OBSERVATION RECORD NOTES

NAME: _____ SCHOOL: _____

DATE OF OBSERVATION: _____

- I. The Possession and demonstration of exemplary counseling and communication skills
- II. The ability to understand and promote student development and achievement
- III. The ability to facilitate transitions and counsel students toward the realization of their full educational potential
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- V. The demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- VI. The ability to develop, collect, analyze, and interpret data
- VII. The demonstration of advocacy and leadership in advancing the concerns of students
- VIII. The ability to organize and integrate the pre-college guidance and counseling component into the total school guidance program
- IX. Develops as a professional
- X. Fulfills professional responsibilities

Observation Notes

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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1/24/2006



San Marino Unified School District Counselor Informal Observation Notes

Standards

- I. The Possession and demonstration of exemplary counseling and communication skills
- II. The ability to understand and promote student development and achievement
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- V. The demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
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- IX. Develops as a professional
- X. Fulfills professional responsibilities

EVALUATEE: _____

EVALUATOR: _____

DATE: _____

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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SAN MARINO UNIFIED SCHOOL DISTRICT

Counselor Summary Evaluation

Name _____ Date _____ Status _____

Site _____

Evaluation Scale: (1) Meets Standards (2) Does Not Meet Standards

- | | 1 | 2 |
|--|--------------------------|--------------------------|
| <p>I. The Possession and Demonstration of Exemplary Counseling and Communication Skills</p> <p>Assists students in developing skills needed to facilitate their educational development; Possesses individual and group counseling and communication skills and maintains rapport with students; Understands and is sensitive to the nature and functioning of the student within the family, school, and community contexts; Recognizes individual differences among students and integrates an understanding of this information into the counseling relationship; Assists students and their families in addressing the personal, social, and emotional concerns and problems that may impede their educational development; Works with teachers, pupil service specialists, and other educators, and related community representatives in addressing student concerns and problems; Demonstrates proficiency of written and verbal skills; Establishes productive linkages with college admission representatives</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>II. The Ability to Understand and Promote Student Development and Achievement</p> <p>Possesses a knowledge of basic psychology in human growth and development in relationship to learning needs; Assists students in the assessment of their individual needs as they relate to academic achievement and postsecondary planning; Counsels students in understanding the full range of educational and career options open to them; Collaborates with teachers, administrators, and other educators in ensuring that appropriate educational experiences are provided</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>III. The Ability to Facilitate Transitions and Counsel Students Toward the Realization of Their Full Educational Potential</p> <p>Assists students in understanding the relationship that their curricular experiences and academic achievements will have on subsequent educational opportunities; Demonstrates the ability to counsel students during times of transition, separation, and heightened stress; Possesses and demonstrates an understanding of the current admission requirements, timelines, and application procedures employed by colleges and universities; Assists students in understanding the college and university admission process; Develops a counseling network in conjunction with the College and Career Center; Assists students and their parents in understanding the costs of postsecondary education, the various forms of financial aid, and how they may access it</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>IV. The Ability to Recognize, Appreciate, and Serve Cultural Differences and the Special Needs of Students and Families</p> <p>Demonstrates an awareness of and sensitivity to unique social, cultural, and economic differences; Possesses knowledge of outreach services and support systems designed to support student needs; Seeks to improve and extend services to underserved students, especially those who are under-represented among postsecondary education constituencies</p> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>V. The Demonstration of Appropriate Ethical Behavior and Professional Conduct in the Fulfillment of Roles and Responsibilities</p> <p>Recognizes the interests and well-being of the student as paramount in the counseling relationship and places student interests above those of the institution; Represents individual students, as well as their institutions, honestly, openly, and in accordance with accepted professional standards and protocol; Demonstrates knowledge of the professional standards, policies, and practices of the National Association for College Admission Counseling (NACAC) and other professional organizations; Engages in appropriate professional development and continuing education experiences to maintain a high level of professional knowledge and skills</p> | <input type="checkbox"/> | <input type="checkbox"/> |

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____



SAN MARINO UNIFIED SCHOOL DISTRICT

Counselor Summary Evaluation - Continued

Name _____

Date _____

Status _____

Site _____

Evaluation Scale: (1) Meets Standards (2) Does Not Meet Standards

	1	2
<p>VI. The Ability to Develop, Collect, Analyze and Interpret Data</p> <p>Establishes effective systems for conveying important data and information about students between educational levels; Understands the proper administration and uses of standardized tests and is able to interpret test scores and test-related data to students and parents; Demonstrates a familiarity with available technology and the ways in which it can support the pre-college guidance and counseling process; Uses historical admission patterns and trends to assist students in gauging the appropriateness of their applications to particular colleges or universities</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VII. The Demonstration of Advocacy and Leadership in Advancing the Concerns of Students</p> <p>Advocates the educational needs of students and works to ensure that these needs are addressed at every level of the school experience; Understands the political issues and climate of the school and works to improve and extend programs and services that strengthen the educational experiences of all students</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>VIII. The Ability to Organize and Integrate the Pre-college Guidance and Counseling Component into the Total School Guidance Program</p> <p>Promotes guidance and counseling experiences for all students, addressing the pre-college guidance and counseling process at all appropriate levels; Conducts appropriate planning, design, research, and evaluation activities to ensure that all pre-college guidance and counseling services are maintained at an effective and relevant level</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>IX. Develops as a Professional</p> <p>Actively pursues opportunities to contribute and grow professionally; Involves families and community members in student learning; Works with colleagues to improve teaching and learning; Models life-long learning by keeping current on latest research and advancement in education</p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>X. Fulfills Professional Responsibilities</p> <p>Maintains records and/or reports; Adheres to timelines in all areas of responsibility; Supervises students outside of classroom, as assigned; Attends required meetings; Works effectively and cooperatively with others; Utilizes effective communication; Adheres to assigned work schedule; Maintains professional demeanor and appearance; Fulfills duties as assigned and as noted in the collective bargaining agreement</p>	<input type="checkbox"/>	<input type="checkbox"/>

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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San Marino Unified School District
Counselor Summary Evaluation

Name _____

Overall Assessment:

Meets Standards

Does Not Meet Standards

Commendations:

Recommendations for continued professional growth and development:

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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San Marino Unified School District Counselor Improvement Plan

Standards

- I. The possession and demonstration of exemplary counseling and communication skills
- II. The ability to understand and promote student development and achievement
- III. The ability to facilitate transitions and counsel students toward the realization of their full educational potential
- IV. The ability to recognize, appreciate, and serve cultural differences and the special needs of students and families
- V. The demonstration of appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- VI. The ability to develop, collect, analyze, and interpret data
- VII. The demonstration of advocacy and leadership in advancing the concerns of students
- VIII. The ability to organize and integrate the pre-college guidance and counseling component into the total school guidance program
- IX. Develops as a professional
- X. Fulfills professional responsibilities

This form is to be used when the certificated employee's **Observation Record** indicates *Improvement Plan Attached* and/or **Summary Evaluation** indicates *Does Not Meet Standards*. This report must include recommendations made to the employee and assistance to be provided to the employee

Standard #'s:

Area(s) of concern:

Specific recommendations for improvement:

Assistance to be provided/techniques for measurement and monitoring of improvement:

Follow-up meeting dates to monitor progress:

Date(s) for achieving specified improvement:

Signature of Evaluator _____ Date _____ Signature of Evaluatee _____ Date _____

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