

Administrative Procedure Manual

Human Resources: Evaluations

Guidance Counsellors and Resource Teachers

AP: 216C

Evaluation of Professional Staff – Guidance Counsellors and Resource Teachers

The supervision process for Guidance Counsellors and Resource Teachers parallels the process for classroom teachers (see AP203C).

The supervision process for Guidance Counsellors and Resource Teachers shall provide at least one formal summative evaluation every three years thereafter; notwithstanding, the teacher shall have an on-going professional development plan that is shared with the principal at the beginning of each school year and reviewed prior to the end of June of each year.

Supervision shall be seen as an ongoing process, with reports on professional growth and reviews of performance being shared with both the educator and the Division Office. Summative reports shall be retained on file at the Division Office, where access shall be subject to the provisions of Administrative Procedure 203A, for consideration in circumstances related to placement, promotion, contract continuation and the giving of references.



Domain 1 for School Counsellors: Planning and Preparation				
Component		LEVEL OF PE	RFORMANCE	
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counselling theory and techniques	Counsellor demonstrates little understanding of counselling theory and techniques.	Counsellor demonstrates basic understanding of counselling theory and techniques.	Counsellor demonstrates understanding of counselling theory and techniques.	Counsellor demonstrates deep and thorough understanding of counselling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counsellor displays little or no knowledge of child and adolescent development.	Counsellor displays partial knowledge of child and adolescent development.	Counsellor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counsellor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counselling program appropriate to the setting and the student served	Counsellor has no clear goals for the counselling program, or they are inappropriate to either the situations or the age of the students.	Counsellor's goals for the counselling program are rudimentary and are partially suitable to the situation and the age of the students.	Counsellor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students	Counsellor's goals for the counselling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

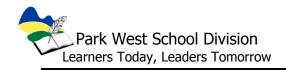




Domain 1 for School Counsellors: Planning and Preparation (continued)				
Component		LEVEL OF PEI	RFORMANCE	
Component	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources both within and beyond the school and division	Counsellor demonstrates little or no knowledge of resources for students available through the school or division.	Counsellor displays awareness of resources for students available through the school or division, but no knowledge of resources available more broadly.	Counsellor displays awareness of resources for students available through the school or division, and some familiarity with resources external to the school.	Counsellor's know ledge of resources for students is extensive, including those available through the school or division, and the community.
1e: Planning the counselling program, integrated with the regular school program	Counselling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counsellor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counsellor has developed a plan that includes the important aspects of counselling in the setting.	Counsellor's plan is highly coherent and serves to support not only the students individually and as a group, but also the broader educational program.
1f: Developing a plan to evaluate the counselling program	Counsellor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counsellor has a rudimentary plan to evaluate the counselling program.	Counsellor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counsellor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.



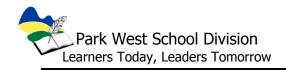
Domain 2 for School Counsellors: The Environment				
Component		LEVEL OF PEI	RFORMANCE	
Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Counsellor's interactions with students are negative or inappropriate, and the counsellor does not promote positive inter- actions among students.	Counsellor's interactions are a mix of positive and negative, the counsellor's efforts at encouraging positive interactions among students are partially successful.	Counsellor's interactions with students are positive and respectful, and the counsellor actively promotes positive student-student interactions.	Students seek out the counsellor, reflecting a high degree of comfort and trust in the relation- ship. Counsellor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counsellor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counsellor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counsellor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counsellor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counsellor's routines for the counselling centre or classroom work are non-existent or in disarray.	Counsellor has rudimentary and partially successful routines for the counselling centre or classroom.	Counsellor's routines for the counselling centre or classroom work effectively.	Counsellor's routines for the counselling centre or classroom are seamless, and students assist in maintaining them.



Domain 2 for School Counsellors: The Environment (continued)				
Component		LEVEL OF PEI	RFORMANCE	
Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct and contributing to the culture for student behaviour throughout the school	Counsellor has established no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of civility in the school.	Counsellor's efforts to establish standards of conduct for counselling session are partially successful. Counsellor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counsellor has established clear standards of conduct for counselling session and makes a significant contribution the environment of civility in the school.	Counsellor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counsellor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counsellor's attempts to create an inviting and well organized physical environment are partially successful.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.



Domain 3 for School Counsellors: Delivery of Service				
Component		LEVEL OF PER	RFORMANCE	
Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student needs	Counsellor does not assess student needs, or the assessment results in inaccurate conclusions.	Counsellor's assessment of student needs are perfunctory.	Counsellor assesses student needs and knows the range of student needs in the school.	Counsellor conducts detailed and individual assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal / social, and career plans, based on knowledge of student needs	Counsellor's program is independent of identified student needs.	Counsellor's attempts to help students and teachers formulate academic, personal / social, and career plans are partially successful.	Counsellor helps students and teaches formulate academic, personal / social, and career plans for groups of students.	Counsellor helps individual students and teachers formulate academic, personal / social, and career plans.
3c: Using counselling techniques in individual and classroom programs	Counsellor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor uses a range of counselling techniques to help students acquire skills in decision making and problem solving for both inter- actions with other students and future planning.	Counsellor uses an extensive range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.



Domain 3 for School Counsellors: Delivery of Service (continued)				
Component		LEVEL OF PEI	RFORMANCE	
Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Brokering resources to meet needs	Counsellor does not make connections with other programs in order to meet student needs.	Counsellor's efforts to broker services with other programs in the school are partially successful.	Counsellor brokers with other programs within the school or division to meet student needs.	Counsellor brokers with other programs and agencies both within and beyond the school or division to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counsellor adheres to the plan or program, in spite of evidence of its inadequacy.	Counsellor makes modest changes in the counselling program when confronted with evidence of the need for change.	Counsellor makes revisions in the counselling program when they are needed.	Counsellor is continually seeking ways to improve the counselling program and makes changes as needed in response to student, parent, or teacher input.



	Domain 4 for School Counsellors: Professional Responsibilities				
Component		LEVEL OF PEI	RFORMANCE		
Component	Unsatisfactory	Basic	Proficient	Distinguished	
4a: Reflecting on practice	Counsellor does not reflect on practice, or the reflections are inaccurate or self- serving	Counsellor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counsellor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counsellor makes some specific suggestions as to how the counselling program might be improved.	Counsellor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counsellor draws on an extensive repertoire to suggest alternative strategies.	
4b: Maintaining records and submitting them in a timely fashion	Counsellor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counsellor's reports, records, and documentation are generally accurate but are occasionally late.	Counsellor's reports, records, and document-tation are accurate and are submitted in a timely manner.	Counsellor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.	
4c: Communicating with families	Counsellor provides no information to families, either about the counselling program as a whole or about individual students.	Counsellor provides limited though accurate information to families about the counselling program as a whole and about individual students.	Counsellor provides thorough and accurate information to families about the counselling program as a whole and about individual students.	Counsellor is proactive in providing information to families about the counselling program and about individual students through a variety of means.	



	Domain 4 for School Counsellors: Professional Responsibilities (continued)				
Component		LEVEL OF PEI	RFORMANCE		
Component	Unsatisfactory	Basic	Proficient	Distinguished	
4d: Participating in a professional community	Counsellor's relationships with colleagues are negative or self-serving, and counsellor avoids being involved in school and events and projects.	Counsellor relationships with colleagues are cordial, and counsellor participates in school and division events and projects when specifically requested	Counsellor participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	Counsellor makes a substantial contribution to school and division events and projects and assumes leadership with colleagues.	
4e: Engaging in professional development	Counsellor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.	Counsellor's participation in professional development activities is limited to those that are convenient or are required.	Counsellor seeks out opportunities for professional development based on an individual assessment of need.	Counsellor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	
4f: Showing professionalism	Counsellor displays dishonesty in interactions with colleagues, students, and the public violates principles of confidentiality.	Counsellor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counsellor displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Counsellor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	



Domain 1 for Resource Teachers (RT): Planning and Preparation				
Component	LEVEL OF PERFORMA	NCE		
	Unsatisfactory	Basic	Proficient	Distinguished
1a:	RT demonstrates little or	RT demonstrates basic	RT demonstrates	RT demonstrates
Demonstrating	no knowledge and skill in	knowledge and skill in	through knowledge and	extensive knowledge
knowledge and skill in	the resource area; refuses	the resource area;	skill in the resource area;	and skill in the
the resource area;	to work towards the	working towards the	holds the necessary	resource area; holds an
holding the relevant	necessary certificate.	necessary certificate.	certificate.	advanced certificate.
certificate				
1b:	RT has no clear goals for	RT's goals for the	RT's goals for the	RT's goals for the
Establishing goals for	the resource program, or	resource program are	resource program are	resource program are
the resource program	they are inappropriate to	rudimentary and are	clear and appropriate to	highly appropriate to
appropriate to the	either the situation or the	partially suitable to the	the situation in the	the situation in the
setting and the students	age of the students.	situation and to the age	school and to the age of	school and to the age
served		of the students.	the students.	of the students and
				have been developed
				following consultations
				with administrators
				and teachers.
1 c:	RT demonstrates little or	RT demonstrates basic	RT demonstrates	RT's knowledge of
Demonstrating	no knowledge of student	knowledge of student	thorough knowledge of	student services laws
knowledge of provincial	services laws and	services laws and	student services laws	and procedures is
regulations and	procedures.	procedures.	and procedures.	extensive; RT takes a
guidelines				leadership role in
				reviewing and revising
				division policies.



Domain 1 for Resource Te	Domain 1 for Resource Teachers: Planning and Preparation (continued)				
Component	LEVEL OF PERFORMAN	ICE			
	Unsatisfactory	Basic	Proficient	Distinguished	
1d:	RT demonstrates little or	RT demonstrates basic	RT demonstrates	RT demonstrates	
Demonstrating	no knowledge of resources	know ledge of resources	thorough knowledge of	extensive knowledge of	
knowledge of resources,	for students available	for students available	resources for students	resources for students	
both within and beyond	through the school or	through the school or	available through the	available through the	
the school division	division.	division.	school or division and	school or division and in	
			some familiarity with	the larger community.	
			resources outside the		
			division.		
1e:	Resource program consists	Resource plan has a	RT has developed a plan	RT's plan is highly	
Planning the resource	of a random collection of	guiding principle and	that includes the	coherent and preventative	
program, integrated	unrelated activities, lacking	includes a number of	important aspects of	and serves to support	
with the regular school	coherence or an overall	worthwhile activities, but	work in the setting.	students individually,	
program, to meet the	structure.	some of them don't fit		within the broader	
needs of individual		with the broader goals.		educational program.	
students					
1f:	RT has no plan to evaluate	RT has a rudimentary	RT's plan to evaluate the	RT's evaluation plan is	
Developing a plan to	the program or resists	plan to evaluate the	program is organized	highly sophisticated, with	
evaluate the resource	suggestions that such an	resource program.	around clear goals and	imaginative sources of	
program	evaluation is important.		the collection of evidence	evidence and a clear path	
			to indicate the degree to	toward improving the	
			which the goals have	program on an ongoing	
			been met.	basis.	



Domain 2 for Resource Teachers: The Environment				
Component	LEVEL OF PERFORMAN	ICE		
	Unsatisfactory	Basic	Proficient	Distinguished
2a:	RT's interactions with	RT's interactions are a	RT's interactions with	Students seek out the RT,
Establish rapport with	students are negative or	mix of positive and	students are positive and	reflecting a high degree
students	inappropriate; students	negative; the RT's efforts	respectful; students	of comfort and trust in
	appear uncomfortable in	at developing rapport are	appear comfortable in the	the relationship.
	the resource room.	partially successful.	resource room.	
2b:	RT exercises poor	RT's time-management	RT exercises good	RT demonstrates
Organizing time	judgment in setting	skills are moderately well	judgment in setting	excellent time-
effectively	priorities, resulting in	developed; essential	priorities, resulting in	management skills,
	confusion, missed	activities are carried out,	clear schedules and	accomplishing all tasks
	deadlines and conflicting	but not always in the	important work being	in a seamless manner;
	schedules.	most efficient manner.	accomplished in an	teachers and students
			efficient manner.	understand their
				schedules.
2c:	No procedures for referrals	RT has established	Procedures for referrals	Procedures for all aspects
Establishing and	have been established;	procedures for referrals,	and for meetings and	of referral and
maintaining clear	when teachers want to refer	but the details are not	consultations with	assessment protocols are
procedures for referrals	a student for student	always clear.	parents and	clear to everyone and
	services, they are not sure		administrators are clear	have been developed in
	how to go about it.		to everyone.	consultation with
				teachers / administrators.



Domain 2 for Resource Teachers: The Environment (continued)				
Component	LEVEL OF PERFORMAN	NCE		
	Unsatisfactory	Basic	Proficient	Distinguished
2d:	No standards of conduct	Standards of conduct	Standards of conduct	Standards of conduct
Establishing standards	have been established, and	appear to have been	have been established for	have been established for
of conduct in the	RT disregards or fails to	established for the	the resource room. RT	the resource room. RT's
resource room	address negative student	resource room. RT's	monitors student	monitoring of students is
	behaviour during	attempts to monitor and	behaviour against those	subtle and preventive,
	assessment or instruction.	correct negative student	standards; response to	and students engage in
		behaviour during	students is appropriate	self-monitoring
		assessment or instruction	and respectful.	behaviour.
		are partially successful.		
2e:	The resource room is	The resource room is	The resource room is	The resource room is
Organizing physical	disorganized and poorly	moderately well	well organized; materials	highly organized and is
space for the resource	suited to working with	organized and	are available when	inviting to students.
room	students. Materials are	moderately well suited to	needed.	Materials are convenient
	usually available.	working with students.		when needed.
		Materials are difficult to		
		find when needed.		



Domain 3 for Resource Teachers: Delivery of Service									
Component	LEVEL OF PERFORMAN	NCE							
	Unsatisfactory	Basic	Proficient	Distinguished					
3a:	RT fails to respond to	RT responds to referrals	RT responds to referrals	RT is proactive in					
Responding to referrals	referrals or makes hasty	when pressed and makes	and make thorough	responding to referrals					
and evaluating student	assessments of student	adequate assessments of	assessments of student	and makes highly					
needs	needs.	students needs.	needs.	competent assessments of					
				student needs.					
3b:	RT fails to develop	RT's plans for students	RT's plans for students	RT develops					
Developing and	treatment plans suitable for	are partially suitable for	are suitable for them and	comprehensive plans for					
implementing treatment	students, or plans are	them or sporadically	are aligned with	students, finding ways to					
plans to maximize	mismatched with the	aligned with identified	identified needs.	creatively meet student					
students' success	findings of assessments.	needs.		needs and incorporate					
				many related elements.					
3c:	RT fails to communicate	RT's communication	RT communicates with	RT secures necessary					
Communicating with	with families and secure	with families is partially	families and secures	permissions and					
families	necessary permission for	successful; permissions	necessary permission for	communicates with					
	evaluations or	are obtained but there are	evaluations, doing so in a	families in a manner					
	communicates in an	occasional insensitivities	manner sensitive to	highly sensitive to					
	insensitive manner.	to cultural and linguistic	cultural and linguistic	cultural and linguistic					
		traditions.	traditions.	traditions. RT reaches					
				out to families of					
				students to enhance trust.					



Domain 3 for Resource Teachers: Delivery of Service (continued)									
Component	LEVEL OF PERFORMAN	NCE							
	Unsatisfactory	Basic	Proficient	Distinguished					
3d:	RT neglects to collect	RT collects most of the	RT collects all the	RT is proactive in					
Collecting information;	important information on	important information on	important information in	collecting important					
writing reports	which to base instructional	which to base	which to base	information, interviewing					
	plans; reports are	instructional plans;	instructional plans;	teachers and parents if					
	inaccurate or not	reports are accurate but	reports are accurate and	necessary; reports are					
	appropriate to the	lacking in clarity and not	appropriate to the	accurate and clearly					
	audience.	always appropriate to the	audience.	written and are tailored					
		audience.		for the audience.					
3e:	RT adheres to the plan, in	RT makes modest	RT makes revisions in	RT is continually seeking					
Demonstrating flexibility	spite of evidence of its	changes to the	the instructional plan	ways to improve the					
and responsiveness	inadequacy.	instructional plan when	when they are needed.	instructional plan and					
		confronted with evidence		makes changes as needed					
		of the need for change.		in response to student,					
				parent, or teacher input.					



Domain 4 for Resource Teachers: Professional Responsibilities										
Component	onent LEVEL OF PERFORMANCE									
	Unsatisfactory	Basic	Proficient	Distinguished						
4a:	RT does not reflect on	RT's reflection on	RT's reflection provides	RT's reflection is highly						
Reflecting on practice	practice, or the reflections	practice is moderately	an accurate and objective	accurate and perceptive,						
	are inaccurate or self-	accurate and objective	description of practice,	citing specific examples						
	serving.	without citing specific	citing specific positive	that were not fully						
		examples, and with only	and negative	successful for at least						
		global suggestions as to	characteristics. RT	some students.						
		how it might be	makes some specific	RT draws on an						
		improved.	suggestions as to how the	extensive repertoire to						
			resource program might	suggest alternative						
			be improved.	strategies.						
4b:	RT is not available to staff	RT is available to staff	RT initiates contact with	RT seeks out teachers						
Collaborating with	for questions and planning	for questions and	teachers and	and administrators to						
teachers and	and declines to provide	planning and provides	administrators to confer	confer regarding cases,						
administrators	background material when	background material	regarding individual	soliciting their						
	requested.	when requested.	cases.	perspectives on						
				individual students.						
4c:	RT's data-management	RT has developed a	RT has developed an	RT has developed a						
Maintaining an effective	system is either non-	rudimentary data-	effective data-	highly effective data-						
data-management	existent or in disarray; it	management system for	management system for	management system for						
system	cannot be used to monitor	monitoring student	monitoring student	monitoring student						
	student process or to adjust	progress and occasionally	progress and uses it to	progress and uses it to						
	treatment when needed.	uses it to adjust treatment	adjust treatment when	adjust treatment when						
		when needed.	needed.	needed. RT uses the						
				system to communicate						
				with teachers and						
				parents.						



Domain 4 for Resource Teachers: Professional Responsibilities (continued)								
Component	LEVEL OF PERFORMAN	NCE						
	Unsatisfactory	Basic	Proficient	Distinguished				
4d:	RT's relationships with	RT's relationships with	RT participates actively	RT makes a substantial				
Participating in a	colleagues are negative or	colleagues are cordial,	in school and division	contribution to school				
professional community	self-serving, and RT avoids	and RT participates in	events and projects and	and division events and				
	being involved in school	school and division	maintains positive and	projects and assumes a				
	and division events and	events and projects when	productive relationships	leadership role with				
	projects.	specifically asked to do	with colleagues.	colleagues.				
		so.						
4e:	RT does not participate in	RT's participation in	RT seeks out	RT actively pursues				
Engaging in professional	professional development	professional development	opportunities for	professional development				
development	activities, even when such	activities is limited to	professional development	opportunities and makes				
	activities are clearly	those that are convenient	based on an individual	a substantial contribution				
	needed for the	or are required.	assessment of need.	to the profession through				
	development of skills.			such activities as offering				
				workshops to colleagues.				
4f:	RT displays dishonesty in	RT is honest in	RT displays high	RT can be counted on to				
Showing professional-	interactions with	interactions with	standards of honesty,	hold the highest				
ism, including integrity,	colleagues, students, and	colleagues, students and	integrity, and	standards of honesty,				
advocacy, and	the public and violates	the public, plays a	confidentiality in inter-	integrity, and				
maintaining	principles of	moderate advocacy role	actions with colleagues,	confidentiality and to				
confidentiality	confidentiality.	for students, and does not	students, and the public	advocate for students,				
		violate norms of	and advocates for	taking a leadership role				
		confidentiality.	students when needed.	with colleagues.				



Levels of Performance

This information may be utilized with the Self-Assessment of Professional Practice or the Summative Evaluation Report template for School Counsellors and Resource Teachers (Appendices M, N, O, P).

Each element of a component of the Framework of Teaching has four levels of performance: unsatisfactory, basic, proficient, and distinguished.

Unsatisfactory:

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

Basic:

The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

For supervision and evaluation, this level is minimally competent- improvement is likely with experience.

Proficient:

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Distinguished:

Teachers at this level are master teachers and make a contribution to the field, both in and outside of the school. They operate at a qualitatively different level, and are highly motivated and engaged, assuming considerable responsibility for their own learning.



Self-Assessment of Professional Practice- School Counsellor

Na	me	Date	Teaching Assignment								
Ra	Rate each of the following categories regarding your performance:										
	U = Unsatisfactory level	P = Proficiency lev	rel	D = Dist	inguishe	ed level					
<u>Do</u>	main I: Planning and	d Preparation									
1a:	Demonstrates knowledg	e of counselling th	eory/ techniques	U	В	Р	D				
1b:	Demonstrates knowledg	e of child/adolesce	ent development	U	В	Р	D				
1c:	Establishes goals for the to the setting and the stu	0. 0	am appropriate	U	В	Р	D				
1d:	Demonstrates knowledg beyond the school and control of the school of the school and control of the school of the s		h within and	U	В	Р	D				
1e:	Plans the counselling printegrated with the regul	•		U	В	Р	D				
1f:	Develops a plan to evalu	ate the counsellin	g program	U	В	Р	D				
Co	omments:										
<u>Do</u>	main 2: The Environ	<u>ment</u>									
2a:	Creates an environment	of respect and rap	oport	U	В	Р	D				
2b:	Establishes a culture for	productive comm	unication	U	В	Р	D				
	Manages routines and p			U	В	Р	D				
2d:	Establishes standards of culture for student behavior			U	В	Р	D				
2e:	Organizes physical space	е		U	В	Р	D				
Co	mments:										



<u>Dor</u>	main 3: Delivery of Service									
3a:	Assesses student needs	U	В	Р	D					
3b:	Assists students/teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students.	U ent n	B eeds	Р	D					
3c:	Uses counselling techniques in individual/classroom programs	U	В	Р	D					
3d:	Brokers resources to meet needs	U	В	Р	D					
3e:	Demonstrates flexibility and responsiveness	U	В	Р	D					
Cor	Comments:									
<u>Doi</u>	main 4: Professional Responsibilities									
4a:	Reflects on practice	J	В	Р	D					
4b:	Maintains records and submits them in timely fashion	J	В	Р	D					
4c:	Communicates with families	J	В	Р	D					
4d:	Participates in a professional community	J	В	Р	D					
4e:	Engages in professional development	J	В	Р	D					
4f:	Shows professionalism	J	В	Р	D					
Cor	nments:									



Summative Evaluation Report

lame:	Date	:		Teaching Assig	gnmer	nt:		
Pate	e each of the following cate	aorie	oc.					
		gone						
	Unsatisfactory level			ficiency level tinguished level				
D =	Basic level							
Don	nain 1: Planning and Pro	<u>para</u>	ation_					
					U	В	Р	D
1a:	Demonstrates knowledge of	f cour	nselling theory	/ techniques				
1b:	Demonstrates knowledge of	f child	d and adolesce	ent development				
1c:	Establishes goals for the co		• •	appropriate				
1d:	Demonstrates knowledge of beyond the school and division		ources both wi	thin and				
1e:	Plans the counselling progr school program	am, in	ntegrated with	the regular				
1f:	Develops a plan to evaluate	the c	counselling pr	ogram				
Com	nments:							
Don	nain 2: The Environmen	t						
					U	В	Р	D
2a:	Creates an environment of	respe	ect and rappor					
2b:	Establishes a culture for pro	ducti	ive communic	ation				
2c:	Manages routines and prod	edure	es					
2d:	Establishes standards of co culture for student behavior							
2e:	Organizes physical space							
Com	nments:							
	miorito.							

Appendix E: Summative Evaluation Report

Dom	nain 3: Delivery of Service	U	В	Р	D
3a:	Assesses student needs				
3b:	Assists students/teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs				
3c:	Uses counselling techniques in individual/classroom programs				
3d:	Brokers resources to meet needs				
3e:	Demonstrates flexibility and responsiveness				
Com	ments:				
Don	nain 4: Professional Responsibilities	U	В	Р	D
4a:	Reflects on practice				
4b:	Maintains records and submits them in timely fashion				
4c:	Communicates with families				
4d:	Participates in a professional community				
4e:	Engages in professional development				
4f:	Shows professionalism				
Com	ments:				
Sum	mary comments:				
Sign	ature of Principal				
	re discussed this report with the Principal. This signature do ate agreement.	es not	neces	sarily	
Signa	ture of Teacher				

Page 2 of 2 FORM

Administrative Procedure: 216C: Human Resources Evaluation - Guidance Counsellors and Resource Teachers



<u>Self-Assessment of Professional Practice – Resource Teacher</u>

each of the following of the state of the following of the state of the following of the state o	B = Basic level	rding your perfor P = Proficiency le				
		P = Proficiency le	evel	D - Diet		
						ed level
a i iaiiiiiig aiiu	Preparation					
Demonstrates knowledg holds the relevant certif		resource area;	U	В	Р	D
Establishes goals for the to the setting and the stu	. •	am appropriate	U	В	Р	D
Demonstrates knowledg and guidelines	e of provincial re	gulations	U	В	Р	D
•		ooth within	U	В	Р	D
	•	•	U	В	Р	D
Develops a plan to evalu	late the resource	program	U	В	Р	D
eain 2: The Environn	nont					
			U	В	Р	D
			U	_		D
•	•	res for referrals	U	В	Р	D
Establishes standards of	f conduct in the r	esource room	U	В	Р	D
Organizes physical space	e for the resourc	e room	U	В	Р	D
ments:						
	and guidelines Demonstrates knowledg and beyond the school of Plans the resource program, to meet Develops a plan to evaluation and the school program, to meet Develops a plan to evaluation and the school program and the school program and the school program, to meet Develops a plan to evaluation and the school program	and guidelines Demonstrates knowledge of resources, be and beyond the school division Plans the resource program, integrated we school program, to meet the needs of incomposition develops a plan to evaluate the resource forments: Integrated we school program, to meet the needs of incomposition develops a plan to evaluate the resource forments: Integrated we school division Develops a plan to evaluate the resource forments: Integrated we school division Develops a plan to evaluate the resource for the res	Demonstrates knowledge of resources, both within and beyond the school division Plans the resource program, integrated with the regular school program, to meet the needs of individual students Develops a plan to evaluate the resource program ments: Plans the resource program, integrated with the regular school program, to meet the needs of individual students Develops a plan to evaluate the resource program ments: Plans the resource program, integrated with the resource program ments: Plans the resource program, integrated with the resource room Organizes time effectively Establishes and maintains clear procedures for referrals Establishes standards of conduct in the resource room Organizes physical space for the resource room	Demonstrates knowledge of resources, both within and beyond the school division Plans the resource program, integrated with the regular school program, to meet the needs of individual students Develops a plan to evaluate the resource program Unments: Description of the individual students of i	Demonstrates knowledge of resources, both within and beyond the school division Plans the resource program, integrated with the regular school program, to meet the needs of individual students Develops a plan to evaluate the resource program U B Develops a plan to evaluate the resource program U B Tain 2: The Environment Establishes rapport with students Organizes time effectively U B Establishes and maintains clear procedures for referrals U B Corganizes physical space for the resource room U B	and guidelines U B P Demonstrates knowledge of resources, both within and beyond the school division U B P Plans the resource program, integrated with the regular school program, to meet the needs of individual students U B P Develops a plan to evaluate the resource program U B P Imments: Integrated with the regular school program, to meet the needs of individual students U B P Develops a plan to evaluate the resource program U B P Imments: Integrated with the regular school program U B P Establishes rapport with students U B P Establishes and maintains clear procedures for referrals U B P Establishes standards of conduct in the resource room U B P Organizes physical space for the resource room U B P



<u>Dor</u>	main 3: Delivery of Service					
3a: 3b:	Responds to referrals and evaluates student needs Develops and implements treatment plans to maximize	U	В	Р	D	
00.	students' success	U	В	Р	D	
3c:	Communicates with families	U	В	Р	D	
3d:	Collects information; writes reports	U	В	Р	D	
3e:	Demonstrates flexibility and responsiveness	U	В	Р	D	
Con	nments:					
<u>Dor</u>	main 4: Professional Responsibilities					
4a:	Reflects on practice	U	В	Р	D	
4b:	Collaborates with teachers and administrators	U	В	Р	D	
4c:	Maintains an effective data-management system	U	В	Р	D	
4d.	Participates in a professional community	U	В	Р	D	
4e:	Engages in professional development	U	В	Р	D	
4f:	Shows professionalism, includes integrity, advocacy,					
	and maintains confidentiality	U	В	Р	D	
Con	nments:					



Summative Evaluation Report

Rate each of the following categories: U = Unsatisfactory level B = Basic level D = Distinguished level Domain 1: Planning and Preparation U B P	
U = Unsatisfactory level B = Basic level Demain 1: Planning and Preparation Demonstrates knowledge and skill in the resource area; holds the relevant certificate Demonstrates knowledge and skill in the resource area; holds the relevant certificate Demonstrates knowledge of provincial regulations and guidelines Demonstrates knowledge of provincial regulations and guidelines Demonstrates knowledge of resources both within and beyond the school and division Plans the resource program, integrated with the regular school program, to meet the needs of individual students Develops a plan to evaluate the resource program Demonstrates Demonstrates knowledge of resource program Demonstrates knowledge of resources both within and beyond the school and division Demonstrates knowledge of individual students Demonstrates knowledge of individual students Demonstrates knowledge of individual students Demonstrates knowledge of resources both within and Demonstrates knowledge of resources bo	
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1c: Demonstrates knowledge of provincial regulations and guidelines 1d: Demonstrates knowledge of resources both within and beyond the school and division 1e: Plans the resource program, integrated with the regular school program, to meet the needs of individual students 1f: Develops a plan to evaluate the resource program Comments: Domain 2: The Classroom Environment	
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school program, to meet the needs of individual students 1f: Develops a plan to evaluate the resource program Comments: Domain 2: The Classroom Environment	
1f: Develops a plan to evaluate the resource program Comments: Domain 2: The Classroom Environment	
Domain 2: The Classroom Environment	
U B P	D
2a: Establishes rapport with students	
2b: Organizes time effectively	
2c: Establishes and maintains clear procedures for referrals	
2d: Establishes standards of conduct in the resource room	
2e: Organizes physical space for the resource room	
Comments:	
Comments.	

Appendix S: Summative Evaluation Report

<u>Don</u>	nain 3: Instruction	U	В	Р	D
3a:	Responds to referrals and evaluates student needs				
3b:	Develops and implements treatment plans to maximize students' success				
3c:	Communicates with families				
3d:	Collects information; writes reports				
3e:	Demonstrates flexibility and responsiveness				
Com	nments:				
Don	nain 4: Professional Responsibilities	U	В	Р	D
4a:	Reflects on practice				
4b:	Collaborates with teachers and administrators				
4c:	Maintains an effective data-management system				
4d:	Participates in a professional community				
4e:	Engages in professional development				
4f:	Shows professionalism, includes integrity, advocacy, and maintains confidentiality				
Com	nments:				
Sum	imary comments:				
	,				
Sian	ature of Principal				
Sigiri	ature or Frincipal				
	ve discussed this report with the Principal. This signature docate agreement.	es not	neces	sarily	
Signa	ature of Teacher				

Page 2 of 2 FORM

Administrative Procedure: 216C: Human Resources Evaluation - Guidance Counsellors and Resource Teachers