

COMPASS COUNSELOR FORMAL/INFORMAL OBSERVATION

Name _____ Years in Position 0-3 _____ 4+ _____ Site _____ Formal _____ Informal _____
 Observer/Evaluator _____ Observer/Evaluator Position _____
 Date of Observation _____ Pre-Observation Conference Date _____

4 = Highly Effective (4.00 – 3.50)	3 = Effective Proficient (3.49 – 2.50)	2 = Effective Emerging (2.49 – 1.50)	1 = Ineffective (1.49 – 1.00)
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COMPONENT 1: INDIVIDUAL STUDENT PLANNING

***EVIDENCE**

A descriptive review and analysis of the observation data is required in this EVIDENCE section.

<input style="width: 50px; height: 40px;" type="text"/>	<p>_____ 4 The school counselor uses school and student-level data to accurately identify needs and creates differentiated plans with students that maximize opportunities available to them.</p> <p>_____ 3 The school counselor uses school and student-level data to identify needs and helps students plan for their future in academics, career choice and personal/social development.</p> <p>_____ 2 The school counselor creates plans with students, but may not consistently leverage school and student-level data to accurately tailor plans to student needs.</p> <p>_____ 1 The school counselor has no approach to individual planning, or has one that only reaches some of the students or does not use data and assessments when planning for individual students.</p>	
	<p>_____ 4 The school counselor consistently seeks out additional information and resources to share with stakeholders in order to keep them engaged in and informed about all options regarding students' individual planning.</p> <p>_____ 3 The school counselor provides accurate and timely information to parents and stakeholders about options for students.</p> <p>_____ 2 The school counselor distributes minimal information to support the individual planning efforts of students and their parents.</p> <p>_____ 1 The school counselor does not distribute accurate, current, appropriate and effective information to support the individual planning efforts of students and their parents.</p>	
	<p>_____ 4 The school counselor uses written action plans as guides for students to plan and revisit goals; counselor implements follow-up activities.</p> <p>_____ 3 Individual student plans include specific actions and next steps for the student to move toward goals and develop planning skills.</p> <p>_____ 2 Counselor creates clear goals with students but may not always include concrete next steps to develop planning skills and revisit goals.</p> <p>_____ 1 The school counselor provides no goal setting activities.</p>	
	<p>_____ Total Points / 3</p>	

COMPONENT 2: SYSTEM SUPPORT

<div style="border: 1px solid black; width: 50px; height: 40px; margin: 0 auto;"></div>	<p>_____ 4 The school counselor collaborates with all stakeholders to create support systems.</p> <p>_____ 3 The school counselor has created support services collaboratively with administrators.</p> <p>_____ 2 The school counselor has created support services but may not incorporate feedback from administrators.</p> <p>_____ 1 The school counselor has created minimal or no support services.</p>	
	<p>_____ 4 The school counselor collaborates with staff to identify needs and provide targeted on-going professional development.</p> <p>_____ 3 The school counselor provides relevant professional development to staff regarding the school counseling program.</p> <p>_____ 2 The school counselor offers generic professional development to staff regarding the school counseling program as requested by the administration.</p> <p>_____ 1 The school counselor does not provide professional development to staff regarding the school counseling program.</p>	
	<p>_____ 4 School counselor demonstrates wise discretion in seeking the most relevant professional development opportunities for the needs of the school or his or her unique professional growth plans.</p> <p>_____ 3 The school counselor seeks out professional development opportunities that address the needs of the school.</p> <p>_____ 2 The school counselor participates in required professional development activities.</p> <p>_____ 1 The school counselor does not participate in professional development activities.</p>	
	<p>_____ 4 The school counselor takes an active leadership role (not the chairperson) on departmental curriculum committees, district-level subject councils, community committees or advisory councils and state-level focus groups by providing vital information and feedback to committee members.</p> <p>_____ 3 The school counselor serves on departmental curriculum committees, district-level subject councils, community committees or advisory councils.</p> <p>_____ 2 The school counselor occasionally serves or takes a passive role on departmental curriculum committees, district-level subject councils, community committees or advisory councils.</p> <p>_____ 1 The school counselor does not serve on departmental curriculum committees, district-level subject councils, community committees or advisory councils.</p>	
	<p>_____ 4 The school counselor uses and analyzes multiple data sources and collaborates with stakeholders to advocate for systematic change to reduce barriers to student learning.</p> <p>_____ 3 The school counselor uses data to advocate for systematic change to reduce barriers to student learning.</p> <p>_____ 2 The school counselor attempts to use data to advocate for systematic change to reduce barriers to student learning.</p> <p>_____ 1 The school counselor does not use data to advocate for systematic change to reduce barriers to student learning.</p>	
	<p>_____ Total Points / 5</p>	

COMPONENT 3: RESPONSIVE SERVICES

<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>	<p>_____ 4 The school counselor has a well-developed and systematic plan for addressing individual and small group counseling such that <i>all</i> students have ready access.</p> <p>_____ 3 The school counselor counsels individual students and small groups of students with identified needs and concerns.</p> <p>_____ 2 The school counselor provides some access for students to receive individual and small group counseling services and is able to respond in high priority scenarios.</p> <p>_____ 1 The school counselor provides little individual and small group counseling.</p>	
	<p>_____ 4 The school counselor regularly involves relevant stakeholders in the development of counseling plans for individual students.</p> <p>_____ 3 The school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.</p> <p>_____ 2 The school counselor provides some opportunity for consultation with parents or guardians, teachers, administrators and other relevant individuals but may do so irregularly or only in severe situations.</p> <p>_____ 1 The school counselor provides little opportunity for consultation with parents or guardians, teachers, administrators and other relevant individuals.</p>	
	<p>_____ 4 The counselor's referral process empowers all stakeholders to respond effectively to student needs, and the school counselor takes responsibility for informing and engaging all required personnel.</p> <p>_____ 3 The school counselor develops and communicates an efficient referral process and implements it effectively with administrators, teachers and other school personnel.</p> <p>_____ 2 The school counselor has a referral process in place that functions adequately but may not always be clear or efficient for all involved.</p> <p>_____ 1 There is no referral process in place.</p>	
	<p>_____ 4 All stakeholders are informed annually and actively engaged in the process of initiating any level of responsive services.</p> <p>_____ 3 Students and faculty are aware of procedures to initiate responsive services for themselves or other students.</p> <p>_____ 2 There are written procedures in place for self- and peer and staff-initiated responsive services.</p> <p>_____ 1 Students and faculty are unaware of procedures for initiating responsive services or no such procedures are in place.</p>	
	<p>_____ Total Points / 4</p>	

COMPONENT 4: SCHOOL COUNSELING CURRICULUM

<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>	<p>_____ 4 School counseling curriculum has been written with local site needs and priorities of all three domains well-represented.</p> <p>_____ 3 School counseling curriculum for all three domains has been written and adopted based on local site needs.</p> <p>_____ 2 School counseling curriculum is based on the needs of the local site but may not address all three domains comprehensively.</p> <p>_____ 1 There is little evidence of a school counseling curriculum.</p>	
	<p>_____ 4 The school counselor assures that all students receive critical elements of school counseling curriculum to support their acquisition of the knowledge, attitudes, and skills to enhance their academic, career, and personal/social development.</p> <p>_____ 3 All students have opportunities to engage with the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.</p> <p>_____ 2 Many students receive the content of the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.</p> <p>_____ 1 Few students receive the content of the school counseling curriculum to acquire knowledge, attitudes and skills to enhance their academic, career and personal/social development.</p>	
	<p>_____ 4 Counselor thoughtfully analyzes and adjusts the curriculum based upon measures of success regularly throughout the year.</p> <p>_____ 3 Curriculum success is regularly measured through tests, product creations, etc., and effectiveness of the curriculum is evaluated annually.</p> <p>_____ 2 Success of curriculum is measured, but measures of success may not systematically drive adjustments and evaluations on a regular basis.</p> <p>_____ 1 There is no evidence of school counseling curriculum effectiveness.</p>	
	<p>_____ 4 Materials and equipment are current and technology is utilized regularly.</p> <p>_____ 3 Materials, equipment and facilities are available to support the program delivery.</p> <p>_____ 2 Materials, equipment and facilities are available to support the program delivery.</p> <p>_____ 1 Few materials, equipment and facilities are available to support the program delivery.</p>	
	<p>_____ 4 The school counseling curriculum has been developed in conjunction with and/or based upon feedback from administration, counselors, and the advisory council.</p> <p>_____ 3 The school counseling curriculum has been presented to and accepted by administration, counselors, and the school counseling advisory council.</p> <p>_____ 2 The school counseling curriculum has been presented to administration.</p> <p>_____ 1 The counselor does not develop classroom school counseling curriculum activities.</p>	
	<p>_____ Total Points / 5</p>	

Post Observation Conference

Areas of Strength:

1. _____
2. _____
3. _____

Areas for Growth:

1. _____
2. _____
3. _____

Comments: _____

Observer Signature: _____

Required Post Conference Date: _____

Teacher Signature: _____

Required Post Conference Date: _____