

Raymond School District Counselor Scheduled Observation Form

Educator:		Observer:		Date:	
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Class:		Time:	
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Counseling Observation:

Domain 2: The Environment			
2a. Creating an Environment of Respect and Rapport (Focus component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students. 	2 - Basic <ul style="list-style-type: none"> Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions. 	4 - Distinguished <ul style="list-style-type: none"> Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Comments/Recommendations			
2b. Establishing a Culture for Productive Communication (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor 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. 	2 - Basic <ul style="list-style-type: none"> Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. 	4 - Distinguished <ul style="list-style-type: none"> The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Comments/Recommendations			

Domain 3: Delivery of Service			
3a. The counselor assesses student needs in the school.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor does not assess student needs, or the assessments result in inaccurate conclusions. 	2 - Basic <ul style="list-style-type: none"> Counselor's assessments of student needs are perfunctory. 	3 - Proficient <ul style="list-style-type: none"> Counselor assesses student needs and knows the range of student needs in the school. 	4 - Distinguished <ul style="list-style-type: none"> Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Comments/Recommendations			
3b. Assisting Students and Educators in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs (Focus Component)			

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1 - Unsatisfactory <ul style="list-style-type: none"> Counselor's program is independent of identified student needs. 	2 - Basic <ul style="list-style-type: none"> Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students. 	4 - Distinguished <ul style="list-style-type: none"> Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Comments/Recommendations			

Domain 3: Delivery of Service			
3c. The counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	2 - Basic <ul style="list-style-type: none"> Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	3 - Proficient <ul style="list-style-type: none"> Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning. 	4 - Distinguished <ul style="list-style-type: none"> Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Comments/Recommendations			
3d. The counselor brokers with other programs within the school or district to meet the students needs.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor does not make connections with other programs in order to meet student needs. 	2 - Basic <ul style="list-style-type: none"> Counselor's efforts to broker services with other programs in the school are partially successful. 	3 - Proficient <ul style="list-style-type: none"> Counselor brokers with other programs within the school or district to meet student needs. 	4 - Distinguished <ul style="list-style-type: none"> Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
Comments/Recommendations			

Domain 3: Delivery of Service			
3e. Demonstrating Flexibility and Responsiveness			
1 - Unsatisfactory <ul style="list-style-type: none"> 	2 - Basic <ul style="list-style-type: none"> 	3 - Proficient <ul style="list-style-type: none"> 	4 - Distinguished <ul style="list-style-type: none">
Comments/Recommendations			

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Meeting Observation:

Domain 1: Planning & Preparation			
1a. The counselor demonstrates knowledge of counseling theory and techniques.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor demonstrates little understanding of counseling theory and techniques. 	2 - Basic <ul style="list-style-type: none"> Counselor demonstrates basic understanding of counseling theory and techniques. 	3 - Proficient <ul style="list-style-type: none"> Counselor demonstrates understanding of counseling theory and techniques. 	4 - Distinguished <ul style="list-style-type: none"> Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Comments/Recommendations			
1b. The counselor demonstrates knowledge of child and adolescent development.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor displays little or no knowledge of child and adolescent development. 	2 - Basic <ul style="list-style-type: none"> Counselor displays partial knowledge of child and adolescent development. 	3 - Proficient <ul style="list-style-type: none"> Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. 	4 - Distinguished <ul style="list-style-type: none"> In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Comments/Recommendations			

Domain 1: Planning & Preparation			
1c. Establishing goals for the counseling program appropriate to the setting and the students served. (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students. 	2 - Basic <ul style="list-style-type: none"> Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. 	3 - Proficient <ul style="list-style-type: none"> Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. 	4 - Distinguished <ul style="list-style-type: none"> Counselor's goals for the counseling 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.
Comments/Recommendations			
1e. Planning the counseling program, integrated with the regular school program. (Focus Component)			
1 - Unsatisfactory <ul style="list-style-type: none"> Counseling program consists of a random collection of unrelated 	2 - Basic <ul style="list-style-type: none"> Counselor's plan has a guiding principle and includes a number of 	3 - Proficient <ul style="list-style-type: none"> Counselor has developed a plan that includes the important aspects of 	4 - Distinguished <ul style="list-style-type: none"> Counselor's plan is highly coherent and serves to support not only the

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activities, lacking coherence or an overall structure.	worthwhile activities, but some of them don't fit with the broader goals.	counseling in the setting.	students individually and in groups, but also the broader educational program.
Comments/Recommendations			

Domain 1: Planning & Preparation			
1f. The counselor'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.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. 	2 - Basic <ul style="list-style-type: none"> Counselor has a rudimentary plan to evaluate the counseling program. 	3 - Proficient <ul style="list-style-type: none"> Counselor'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. 	4 - Distinguished <ul style="list-style-type: none"> Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.
Comments/Recommendations			

Domain 4: Professional Responsibilities			
4a. The counselor reflects on practice identifying positive and negative characteristics.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor does not reflect on practice, or the reflections are inaccurate or self-serving. 	2 - Basic <ul style="list-style-type: none"> Counselor'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. 	3 - Proficient <ul style="list-style-type: none"> Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. 	4 - Distinguished <ul style="list-style-type: none"> Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Comments/Recommendations			
4b. The counselor maintains records and submits them in a timely manner.			
1 - Unsatisfactory <ul style="list-style-type: none"> Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion. 	2 - Basic <ul style="list-style-type: none"> Counselor's reports, records, and documentation are generally accurate but are occasionally late. 	3 - Proficient <ul style="list-style-type: none"> Counselor's reports, records, and documentation are accurate and are submitted in a timely manner. 	4 - Distinguished <ul style="list-style-type: none"> Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
Comments/Recommendations			

Domain 4: Professional Responsibilities
4c. Communicating with families (Focus Component)

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1 - Unsatisfactory <ul style="list-style-type: none"> Counselor provides no information to families, either about the counseling program as a whole or about individual students. 	2 - Basic <ul style="list-style-type: none"> Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. 	3 - Proficient <ul style="list-style-type: none"> Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. 	4 - Distinguished <ul style="list-style-type: none"> Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
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Comments/Recommendations	
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4d. The counselor participates actively in school and district events and maintains a positive relationship with colleagues

1 - Unsatisfactory <ul style="list-style-type: none"> Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects. 	2 - Basic <ul style="list-style-type: none"> Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested. 	3 - Proficient <ul style="list-style-type: none"> Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. 	4 - Distinguished <ul style="list-style-type: none"> Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
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Comments/Recommendations	
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Domain 4: Professional Responsibilities
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4e. The counselor seeks out opportunity for professional development.

1 - Unsatisfactory <ul style="list-style-type: none"> Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills. 	2 - Basic <ul style="list-style-type: none"> Counselor's participation in professional development activities is limited to those that are convenient or are required. 	3 - Proficient <ul style="list-style-type: none"> Counselor seeks out opportunities for professional development based on an individual assessment of need. 	4 - Distinguished <ul style="list-style-type: none"> Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
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Comments/Recommendations	
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4f. Showing professionalism (focus Component)

1 - Unsatisfactory <ul style="list-style-type: none"> Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality. 	2 - Basic <ul style="list-style-type: none"> Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality. 	3 - Proficient <ul style="list-style-type: none"> Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed. 	4 - Distinguished <ul style="list-style-type: none"> Counselor 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.
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Comments/Recommendations	
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Educator Comments:	
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An educator's Professional Practice Rating will be determined at the time of the summative evaluation. It will be based upon the following four domains of Charlotte Danielson's Framework of Teaching: Domain 1: Planning and Preparation, Domain 2: The Classroom Environment, Domain 3: Instruction, Domain 4: Professional Responsibilities. Not all the components and domains are observable in the classroom observation process, especially Domain 4. There is an expectation that all educators will demonstrate proficient performance in each of the focus components as identified in the Raymond Educator Effectiveness Plan.

Teacher Signature:		Date:	
Administrator Signature:		Date:	

The signature of the educator does not signify agreement or disagreement with the content of the observation or evaluation write-up, but only that he/she has seen it and it has been reviewed with the administrator.