

# Raymond School District School Counselor Walk-through Observation Form

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

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<b>Domain 3: Delivery of Service (Focus Component)</b>			
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs</b>			
<b>1 - Unsatisfactory</b> <ul style="list-style-type: none"> <li>Counselor's program is independent of identified student needs.</li> </ul>	<b>2 - Basic</b> <ul style="list-style-type: none"> <li>Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.</li> </ul>	<b>3 - Proficient</b> <ul style="list-style-type: none"> <li>Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.</li> </ul>	<b>4 - Distinguished</b> <ul style="list-style-type: none"> <li>Counselor helps individual students and teachers formulate academic, personal/social, and career plans.</li> </ul>
<b>Comments/Recommendations</b>			
<b>3e: Demonstrating flexibility and responsiveness (Focus Component)</b>			
<b>1 - Unsatisfactory</b> <ul style="list-style-type: none"> <li>Counselor adheres to the plan or program, in spite of evidence of its inadequacy.</li> </ul>	<b>2 - Basic</b> <ul style="list-style-type: none"> <li>Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.</li> </ul>	<b>3 - Proficient</b> <ul style="list-style-type: none"> <li>Counselor makes revisions in the counseling program when they are needed.</li> </ul>	<b>4 - Distinguished</b> <ul style="list-style-type: none"> <li>Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.</li> </ul>
<b>Comments/Recommendations</b>			

The items not checked on this form were items that were not observed during the scheduled observation. It is not an indication that they did not happen over the entire class period.

<b>Educator Comments:</b>	
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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.

<b>Teacher Signature:</b>		<b>Date:</b>	
<b>Administrator Signature:</b>		<b>Date:</b>	

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

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administrator.