

**BUENA VISTA UNIVERSITY
GRADUATE PROGRAM
PROFESSIONAL SCHOOL COUNSELING FIELD PRACTICUM**

**PROFESSIONAL SCHOOL COUNSELOR
SCHOOL COUNSELING PRACTICUM PERFORMANCE EVALUATION FORM**

EVALUATION PERIOD: 7/31/13 – 3/18/14

NAME OF COUNSELOR: Jessica Radmaker

SCHOOL: Colo-Nesco CSD

EVALUATOR: Mickolyn Clapper TITLE: PreK-4 Principal

**COUNSELOR EVALUATION FORM
AND JOB DESCRIPTION**

The school counselor evaluation form will used by the graduate student as a self-audit guide to the field practicum experience. It will also be used by supervisors to evaluate the student-counselor's performance in the field practicum.

DIRECTIONS FOR FORM COMPLETION:

- I. **THE RATING SCALE:** Please write the appropriate number in the space provided beside each item. Mark the space N/O if you had no opportunity to observe and/or to evaluate. The rating scale is:
- | | |
|-----|--|
| 5 | - -Performance is clearly outstanding |
| 4 | - -Performance consistently exceeds standards |
| 3 | - -Performance consistently meets standards |
| 2 | - -Performance is below expectations; consultation is required;
and improvement is needed in specific areas |
| 1 | - -Performance is unsatisfactory or lacking, and little or no
improvement has resulted from consultation |
| N/O | - -No opportunity to observe and/or evaluate |

- II. **COMPLETING THE EVALUATION FORM:** Numerical ratings are to be assigned to each indicator. The indicator ratings are averaged to arrive at the role average of the counselor's performance. An N/O rating is not calculated in the role average.

It is not necessary for the evaluator to comment on each indicator; however, comments are encouraged for some areas where exceptional strength is indicated (i.e., a 4 or 5 rating is earned) or for areas which require improvement (i.e., a 1 or 2 rating is earned).

Jessica

PROFESSIONAL SCHOOL COUNSELOR
PERFORMANCE EVALUATION REPORT

ROLE 1: PROGRAM MANAGEMENT

A. PLANS, IMPLEMENTS, AND EVALUATES A
COMPREHENSIVE PROGRAM OF PROFESSIONAL
SCHOOL COUNSELING, INCLUDING COUNSELING SERVICES.

- | | | | | | | |
|--|-----|---|---|---|---|-------------|
| 1. Uses a planning process to define needs, priorities and program objectives. <i>Surveys</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Implements a comprehensive and balanced program. <i>2nd step I have a plan Roads to Success</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Evaluates the effectiveness of individual activities and the overall program in meeting desired student outcomes. <i>Informally but working on formal for next year</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 4. Educates the school staff, parents and the community about the guidance program through a public information program. <i>Website College fair Colo-news News</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| ADD SCORES | | | | | | <u>15</u> |
| ROLE AVERAGE | | | | | | <u>3.75</u> |

ROLE 2: GUIDANCE

A. TEACHES THE SCHOOL DEVELOPMENTAL SCHOOL COUNSELING
CORE CURRICULUM.

- | | | | | | | |
|---|-----|---|---|---|---|----------|
| 1. Outlines, in writing, a school counseling core curriculum consistent with the district's guidance program plan and tailored to the specific building level needs. <i>work in progress worked with TEA staff to</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Teaches core curriculum units effectively. <i>design working on improved classroom management.</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| ADD SCORES | | | | | | <u>7</u> |

B. ASSISTS TEACHERS IN THE TEACHING OF SCHOOL COUNSELING
RELATED CURRICULUM.

- | | | | | | | |
|--|-----|---|---|---|---|---|
| 1. Consults with administrators and teachers regarding the teacher's areas of responsibility in teaching the developmental school counseling core curriculum. <i>Following through activities for 2nd step. Homework for 2nd step.</i> | N/O | 1 | 2 | 3 | 4 | 5 |
|--|-----|---|---|---|---|---|

2. Supports teachers in teaching of a school counseling core curriculum which are developmentally based.

Helps with Bullying issues in the classroom

N/O 1 2 3 4 5
ADD SCORES 8

C. GUIDES INDIVIDUALS AND GROUPS OF STUDENTS THROUGH THE DEVELOPMENT OF EDUCATIONAL PLANS AND CAREER AWARENESS.

1. Involves students in personalized educational and career awareness.

*Field trips
Talks to every class 6-12 I HAVE a plan*

N/O 1 2 3 4 5

2. Presents relevant information accurately and without bias.

N/O 1 2 3 4 5

ADD SCORES 10
ROLE AVERAGE 4.16

ROLE 3: COUNSELING

A. COUNSELS INDIVIDUAL STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling systematically.

*Next year add more students
K-12 students served*

N/O 1 2 3 4 5

2. Responds to students individually.

wants to add more small groups over time.

N/O 1 2 3 4 5

ADD SCORES 8

B. COUNSELS SMALL GROUPS OF STUDENTS WITH PRESENTING NEEDS/CONCERNS.

1. Provides counseling in groups as appropriate.

N/O 1 2 3 4 5

2. Provides group counseling systematically.

Small groups w/ 4th grade leadership (5 & 6 small groups)

N/O 1 2 3 4 5

ADD SCORES 6

C. USES ACCEPTED THEORIES AND TECHNIQUES APPROPRIATE TO SCHOOL COUNSELING.

1. Uses accepted theories.

Brief counseling

N/O 1 2 3 4 5

2. Uses effective techniques.

Solution Focused Counseling

N/O 1 2 3 4 5

ADD SCORES 8

ROLE AVERAGE 3.7

ROLE 4: CONSULTATION

A. CONSULTS WITH PARENTS, TEACHERS, ADMINISTRATORS AND OTHER RELEVANT INDIVIDUALS TO ENHANCE THEIR WORK WITH STUDENTS.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Provides professional expertise collaboratively. | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Interprets information and ideas effectively. | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Advocates for students. <i>on regular basis</i> | N/O | 1 | 2 | 3 | 4 | 5 |

MS students w/ mental health issues

ADD SCORES 12

ROLE AVERAGE 4

ROLE 5: COORDINATION

A. COORDINATES WITH SCHOOL AND COMMUNITY PERSONNEL TO BRING TOGETHER RESOURCES FOR STUDENTS.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Maintains a communication system that effectively collects and disseminates information about students to other professionals as appropriate. <i>YSS Marshalltown of Commence skills day</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Develops and maintains positive working relationships with other school professionals. <i>Admin, YSS, AEA staff</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Develops and maintains positive working relationships with representatives of community resources. | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 15

B. USES AN EFFECTIVE REFERRAL PROCESS FOR ASSISTING STUDENTS AND OTHERS TO USE SPECIAL PROGRAMS AND SERVICES.

- | | | | | | | |
|---|-----|---|---|---|---|---|
| 1. Accurately assesses students' and their families' needs for referral. <i>YSS McGMC Orchard place</i> | N/O | 1 | 2 | 3 | 4 | 5 |
| 2. Participates actively in the process for referral of students to school/district special programs and/or services. | N/O | 1 | 2 | 3 | 4 | 5 |
| 3. Uses an effective referral process for assisting students and others to use AEA and community agencies and services. | N/O | 1 | 2 | 3 | 4 | 5 |

ADD SCORES 12

ROLE AVERAGE 4.5

ROLE 6: ASSESSMENT

A. PARTICIPATES IN THE PLANNING AND EVALUATION OF THE SCHOOL GROUP STANDARDIZED TESTING PROGRAM.

1. Is knowledgeable in the principles of testing and measurement which underlie standardized testing program development. N/O 1 2 3 4 5

2. Collaborates in the planning and evaluation of the group standardized testing program. N/O 1 2 3 4 5

Worked with lots staff to coordinate

ADD SCORES 8

B. INTERPRETS TEST AND OTHER APPRAISAL RESULTS APPROPRIATELY.

1. Correctly applies principles of test and measurement to tests and other appraisal results interpretation. N/O 1 2 3 4 5

2. Interprets test and other appraisal results to school personnel. *Posts information online* N/O 1 2 3 4 5

3. Interprets test and other appraisal results to students and their parents. N/O 1 2 3 4 5

4. Uses other sources of student data as assessment tools for the purpose of educational planning. N/O 1 2 3 4 5

5. Maintains the confidentiality of student assessment. N/O 1 2 3 4 5

6. Ensures that the uses of student records are for the benefit of students and personnel working with those students. N/O 1 2 3 4 5

ADD SCORES 24

ROLE AVERAGE 4.00

ROLE 7: PROFESSIONALISM

A. ADHERES TO ETHICAL AND LEGAL STANDARDS

1. Observes ethical standards of the Iowa and the American School Counselor Association. N/O 1 2 3 4 5

2. Observes relevant legal standards. N/O 1 2 3 4 5

ADD SCORES 10

B. ADHERES TO PROFESSIONAL DISTRICT STANDARDS

1. Pursues continuous professional growth and development. <i>attends conferences and webinars often</i>	N/O	1	2	3	4	(5)
2. Keeps abreast of current and innovative procedures and practices in the fields of school counseling and in education. <i>must to stay current talk to other counselors</i>	N/O	1	2	3	4	(5)
3. Selects counselor interventions appropriate to students' issues and circumstances. <i>5th & 6th grade interventions 2nd step</i>	N/O	1	2	3	4	(5)
4. Creates an atmosphere in which confidence, understanding and respect result in a helping relationship.	N/O	1	2	3	4	(5)
5. Maintains positive working relationships with other counselors. <i>others in other districts monthly meetings</i>	N/O	1	2	3	4	(5)
6. Maintains professional records.	N/O	1	2	3	4	(5)
7. Respects the integrity of the student.	N/O	1	2	3	4	(5)

ADD SCORES 35

ROLE AVERAGE 5

WORKSHEET FOR FIGURING FINAL EVALUATION RATING

<u>ROLE</u>	<u>AVERAGE SCORE</u>
PROGRAM MANAGEMENT	<u>3.75</u>
GUIDANCE	<u>4.16</u>
COUNSELING	<u>3.7</u>
CONSULTATION	<u>4</u>
COORDINATION	<u>4.5</u>
ASSESSMENT	<u>4.25</u>
PROFESSIONALISM	<u>5</u>
ADD SEVEN ROLE SCORES	<u>29.36</u>
DIVIDE BY SEVEN TO OBTAIN OVERALL RATING	<u>4.2</u>

SUMMARY EVALUATION

For this evaluation period, the overall appraisal of this counselor's performance is given below. It reflects an average of the ratings by role with an indicator.

<u> </u>	4.5-5.0	Performance is clearly outstanding.
<u> X </u>	3.5-4.49	Performance consistently exceeds standards.
<u> </u>	2.5-3.49	Performance consistently meets standards.
<u> </u>	1.5-2.49	Performance is below expectations; consultation is required; and improvement is needed in specific areas.
<u> </u>	1.0-1.49	Performance is unsatisfactory or lacking, and little or no improvement has resulted from consultation.

<u>Michelle Clapp</u>	<u>Elementary Principal</u>	<u>3-18-14</u>
ON-SITE EVALUATOR'S SIGNATURE	TITLE	DATE

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be given to the Director of Personnel/Human Resources to be placed in my personnel file.

<u>[Signature]</u>	<u>3-18-14</u>
COUNSELOR'S SIGNATURE	DATE