

APPENDIX L

ANNUAL PROFESSIONAL EVALUATION

**South Dakota School Counselor Annual Professional Evaluation Report**

Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Position: \_\_\_\_\_ Year: \_\_\_\_\_

**Please refer to the School Counselors Level of Performance Rubric for the following:**

**U= Unsatisfactory B = Basic P = Proficient D = Distinguished**

<b>Domain 1: Planning and Preparation</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a: Demonstrating knowledge of counseling theory and techniques				
1b: Demonstrating knowledge of child and adolescent development				
1c: Establishing goals for the counseling program appropriate to the setting and the students served.				
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
1e: Planning the counseling program, integrated with the regular school program				
1f: Developing a plan to evaluate the counseling program				

**Domain 1 – Comments: (evidence of strengths and areas of improvement)**

<b>Domain 2: The Environment</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for productive communication				
2c: Managing routines and procedures				
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school.				
2e: Organizing physical space				

**Domain 2 – Comments: (evidence of strengths and areas of improvement)**

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<b>Domain 3: Delivery of Service</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
3a: Assessing students needs				
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on the knowledge of students needs.				
3c: Using counseling techniques in individual and classroom programs.				
3d: Brokering resources to meet needs				
3e: Demonstrating flexibility and responsiveness				

**Domain 3 – Comments: (evidence of strengths and areas of improvement)**

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<b>Domain 4: Professional Responsibilities</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
4a: Reflecting on practice				
4b: Maintaining records and submitting them in a timely fashion				
4c: Communicating with families				
4d: Participating in a professional community				
4e: Engaging in professional development				
4f: Showing professionalism				

**Domain 4 – Comments: (evidence of strengths and areas of improvement)**

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**South Dakota School Counselor Evaluation Summary**

School Counselor: \_\_\_\_\_ Evaluator: \_\_\_\_\_

School: \_\_\_\_\_

Position: \_\_\_\_\_

Year Evaluation Completed: \_\_\_\_\_

<b>Overall Rating</b>	
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Comprehensive Comments:

Strengths:

Areas of professional growth:

Professional goals:

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

## **School Counselors Level of Performance**

**Unsatisfactory:** The professional performing at the Unsatisfactory level does not yet to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the school counselor to grow and develop in this area.

**Basic:** The professional performing at the Basic level 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, collaboration of other school counselors, and experience will enable the school counselor to become proficient in this area.

**Proficient:** The professional performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced capable school counselors will regard themselves and be regarded by others as performing at this level.

**Distinguished:** The professional performing at the Distinguished level are master school counselors and make a contribution to the field, both in and outside of their school. Their programs operate at a qualitatively different level from those of other school counselors. Such school counselors actively promote highly motivated and engaged student involvement assuming considerable responsibility for student's academic, personal/social and career development.