



Evaluation of Professional Staff – Guidance Counsellors and Resource Teachers

The supervision process for Guidance Counsellors and Resource Teachers parallels the process for classroom teachers (see AP203C).

The supervision process for Guidance Counsellors and Resource Teachers shall provide at least one formal summative evaluation every three years thereafter; notwithstanding, the teacher shall have an on-going professional development plan that is shared with the principal at the beginning of each school year and reviewed prior to the end of June of each year.

Supervision shall be seen as an ongoing process, with reports on professional growth and reviews of performance being shared with both the educator and the Division Office. Summative reports shall be retained on file at the Division Office, where access shall be subject to the provisions of Administrative Procedure 203A, for consideration in circumstances related to placement, promotion, contract continuation and the giving of references.



Domain 1 for School Counsellors: Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge of counselling theory and techniques	Counsellor demonstrates little understanding of counselling theory and techniques.	Counsellor demonstrates basic understanding of counselling theory and techniques.	Counsellor demonstrates understanding of counselling theory and techniques.	Counsellor demonstrates deep and thorough understanding of counselling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counsellor displays little or no knowledge of child and adolescent development.	Counsellor displays partial knowledge of child and adolescent development.	Counsellor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counsellor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counselling program appropriate to the setting and the student served	Counsellor has no clear goals for the counselling program, or they are inappropriate to either the situations or the age of the students.	Counsellor's goals for the counselling program are rudimentary and are partially suitable to the situation and the age of the students.	Counsellor's goals for the counselling program are clear and appropriate to the situation in the school and to the age of the students	Counsellor's goals for the counselling 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.



Domain 1 for School Counsellors: Planning and Preparation (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources both within and beyond the school and division	Counsellor demonstrates little or no knowledge of resources for students available through the school or division.	Counsellor displays awareness of resources for students available through the school or division, but no knowledge of resources available more broadly.	Counsellor displays awareness of resources for students available through the school or division, and some familiarity with resources external to the school.	Counsellor’s know ledge of resources for students is extensive, including those available through the school or division, and the community.
1e: Planning the counselling program, integrated with the regular school program	Counselling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counsellor’s plan has a guiding principle and includes a number of worthwhile activities, but some of them don’t fit with the broader goals.	Counsellor has developed a plan that includes the important aspects of counselling in the setting.	Counsellor’s plan is highly coherent and serves to support not only the students individually and as a group, but also the broader educational program.
1f: Developing a plan to evaluate the counselling program	Counsellor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counsellor has a rudimentary plan to evaluate the counselling program.	Counsellor’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.	Counsellor’s evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.



Domain 2 for School Counsellors: The Environment				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Counsellor's interactions with students are negative or inappropriate, and the counsellor does not promote positive interactions among students.	Counsellor's interactions are a mix of positive and negative, the counsellor's efforts at encouraging positive interactions among students are partially successful.	Counsellor's interactions with students are positive and respectful, and the counsellor actively promotes positive student-student interactions.	Students seek out the counsellor, reflecting a high degree of comfort and trust in the relationship. Counsellor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counsellor 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.	Counsellor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counsellor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counsellor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counsellor's routines for the counselling centre or classroom work are non-existent or in disarray.	Counsellor has rudimentary and partially successful routines for the counselling centre or classroom.	Counsellor's routines for the counselling centre or classroom work effectively.	Counsellor's routines for the counselling centre or classroom are seamless, and students assist in maintaining them.



Domain 2 for School Counsellors: The Environment (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct and contributing to the culture for student behaviour throughout the school	Counsellor has established no standards of conduct for students during counselling sessions and makes no contribution to maintaining an environment of civility in the school.	Counsellor's efforts to establish standards of conduct for counselling session are partially successful. Counsellor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counsellor has established clear standards of conduct for counselling session and makes a significant contribution the environment of civility in the school.	Counsellor has established clear standards of conduct for counselling sessions, and students contribute to maintaining them. Counsellor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counsellor's attempts to create an inviting and well organized physical environment are partially successful.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities.	Counselling centre or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.



Domain 3 for School Counsellors: Delivery of Service				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Assessing student needs	Counsellor does not assess student needs, or the assessment results in inaccurate conclusions.	Counsellor's assessment of student needs are perfunctory.	Counsellor assesses student needs and knows the range of student needs in the school.	Counsellor conducts detailed and individual assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal / social, and career plans, based on knowledge of student needs	Counsellor's program is independent of identified student needs.	Counsellor's attempts to help students and teachers formulate academic, personal / social, and career plans are partially successful.	Counsellor helps students and teaches formulate academic, personal / social, and career plans for groups of students.	Counsellor helps individual students and teachers formulate academic, personal / social, and career plans.
3c: Using counselling techniques in individual and classroom programs	Counsellor has few counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor displays a narrow range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counsellor uses a range of counselling techniques to help students acquire skills in decision making and problem solving for both inter- actions with other students and future planning.	Counsellor uses an extensive range of counselling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.



Domain 3 for School Counsellors: Delivery of Service (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Brokering resources to meet needs	Counsellor does not make connections with other programs in order to meet student needs.	Counsellor's efforts to broker services with other programs in the school are partially successful.	Counsellor brokers with other programs within the school or division to meet student needs.	Counsellor brokers with other programs and agencies both within and beyond the school or division to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counsellor adheres to the plan or program, in spite of evidence of its inadequacy.	Counsellor makes modest changes in the counselling program when confronted with evidence of the need for change.	Counsellor makes revisions in the counselling program when they are needed.	Counsellor is continually seeking ways to improve the counselling program and makes changes as needed in response to student, parent, or teacher input.



Domain 4 for School Counsellors: Professional Responsibilities				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	Counsellor does not reflect on practice, or the reflections are inaccurate or self- serving	Counsellor’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.	Counsellor’s reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counsellor makes some specific suggestions as to how the counselling program might be improved.	Counsellor’s reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counsellor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counsellor’s reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counsellor’s reports, records, and documentation are generally accurate but are occasionally late.	Counsellor’s reports, records, and document- tation are accurate and are submitted in a timely manner.	Counsellor’s approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Counsellor provides no information to families, either about the counselling program as a whole or about individual students.	Counsellor provides limited though accurate information to families about the counselling program as a whole and about individual students.	Counsellor provides thorough and accurate information to families about the counselling program as a whole and about individual students.	Counsellor is proactive in providing information to families about the counselling program and about individual students through a variety of means.



Domain 4 for School Counsellors: Professional Responsibilities (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	Counsellor's relationships with colleagues are negative or self-serving, and counsellor avoids being involved in school and events and projects.	Counsellor relationships with colleagues are cordial, and counsellor participates in school and division events and projects when specifically requested	Counsellor participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	Counsellor makes a substantial contribution to school and division events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counsellor does not participate in professional development activities even when such activities are clearly needed for the development of counselling skills.	Counsellor's participation in professional development activities is limited to those that are convenient or are required.	Counsellor seeks out opportunities for professional development based on an individual assessment of need.	Counsellor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counsellor displays dishonesty in interactions with colleagues, students, and the public violates principles of confidentiality.	Counsellor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counsellor displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed.	Counsellor 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.



Domain 1 for Resource Teachers (RT): Planning and Preparation				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating knowledge and skill in the resource area; holding the relevant certificate	RT demonstrates little or no knowledge and skill in the resource area; refuses to work towards the necessary certificate.	RT demonstrates basic knowledge and skill in the resource area; working towards the necessary certificate.	RT demonstrates thorough knowledge and skill in the resource area; holds the necessary certificate.	RT demonstrates extensive knowledge and skill in the resource area; holds an advanced certificate.
1b: Establishing goals for the resource program appropriate to the setting and the students served	RT has no clear goals for the resource program, or they are inappropriate to either the situation or the age of the students.	RT's goals for the resource program are rudimentary and are partially suitable to the situation and to the age of the students.	RT's goals for the resource program are clear and appropriate to the situation in the school and to the age of the students.	RT's goals for the resource program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1 c: Demonstrating knowledge of provincial regulations and guidelines	RT demonstrates little or no knowledge of student services laws and procedures.	RT demonstrates basic knowledge of student services laws and procedures.	RT demonstrates thorough knowledge of student services laws and procedures.	RT's knowledge of student services laws and procedures is extensive; RT takes a leadership role in reviewing and revising division policies.



Domain 1 for Resource Teachers: Planning and Preparation (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating knowledge of resources, both within and beyond the school division	RT demonstrates little or no knowledge of resources for students available through the school or division.	RT demonstrates basic knowledge of resources for students available through the school or division.	RT demonstrates thorough knowledge of resources for students available through the school or division and some familiarity with resources outside the division.	RT demonstrates extensive knowledge of resources for students available through the school or division and in the larger community.
1e: Planning the resource program, integrated with the regular school program, to meet the needs of individual students	Resource program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Resource plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	RT has developed a plan that includes the important aspects of work in the setting.	RT's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
1f: Developing a plan to evaluate the resource program	RT has no plan to evaluate the program or resists suggestions that such an evaluation is important.	RT has a rudimentary plan to evaluate the resource program.	RT'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.	RT's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.



Domain 2 for Resource Teachers: The Environment				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2a: Establish rapport with students	RT's interactions with students are negative or inappropriate; students appear uncomfortable in the resource room.	RT's interactions are a mix of positive and negative; the RT's efforts at developing rapport are partially successful.	RT's interactions with students are positive and respectful; students appear comfortable in the resource room.	Students seek out the RT, reflecting a high degree of comfort and trust in the relationship.
2b: Organizing time effectively	RT exercises poor judgment in setting priorities, resulting in confusion, missed deadlines and conflicting schedules.	RT's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	RT exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	RT demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established; when teachers want to refer a student for student services, they are not sure how to go about it.	RT has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and assessment protocols are clear to everyone and have been developed in consultation with teachers / administrators.

Domain 2 for Resource Teachers: The Environment (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
2d: Establishing standards of conduct in the resource room	No standards of conduct have been established, and RT disregards or fails to address negative student behaviour during assessment or instruction.	Standards of conduct appear to have been established for the resource room. RT's attempts to monitor and correct negative student behaviour during assessment or instruction are partially successful.	Standards of conduct have been established for the resource room. RT monitors student behaviour against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the resource room. RT's monitoring of students is subtle and preventive, and students engage in self-monitoring behaviour.
2e: Organizing physical space for the resource room	The resource room is disorganized and poorly suited to working with students. Materials are usually available.	The resource room is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The resource room is well organized; materials are available when needed.	The resource room is highly organized and is inviting to students. Materials are convenient when needed.



Domain 3 for Resource Teachers: Delivery of Service				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3a: Responding to referrals and evaluating student needs	RT fails to respond to referrals or makes hasty assessments of student needs.	RT responds to referrals when pressed and makes adequate assessments of students needs.	RT responds to referrals and make thorough assessments of student needs.	RT is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	RT fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	RT's plans for students are partially suitable for them or sporadically aligned with identified needs.	RT's plans for students are suitable for them and are aligned with identified needs.	RT develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: Communicating with families	RT fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	RT's communication with families is partially successful; permissions are obtained but there are occasional insensitivities to cultural and linguistic traditions.	RT communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	RT secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. RT reaches out to families of students to enhance trust.



Domain 3 for Resource Teachers: Delivery of Service (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
3d: Collecting information; writing reports	RT neglects to collect important information on which to base instructional plans; reports are inaccurate or not appropriate to the audience.	RT collects most of the important information on which to base instructional plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	RT collects all the important information in which to base instructional plans; reports are accurate and appropriate to the audience.	RT is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: Demonstrating flexibility and responsiveness	RT adheres to the plan, in spite of evidence of its inadequacy.	RT makes modest changes to the instructional plan when confronted with evidence of the need for change.	RT makes revisions in the instructional plan when they are needed.	RT is continually seeking ways to improve the instructional plan and makes changes as needed in response to student, parent, or teacher input.



Domain 4 for Resource Teachers: Professional Responsibilities				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on practice	RT does not reflect on practice, or the reflections are inaccurate or self-serving.	RT'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.	RT's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. RT makes some specific suggestions as to how the resource program might be improved.	RT's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. RT draws on an extensive repertoire to suggest alternative strategies.
4b: Collaborating with teachers and administrators	RT is not available to staff for questions and planning and declines to provide background material when requested.	RT is available to staff for questions and planning and provides background material when requested.	RT initiates contact with teachers and administrators to confer regarding individual cases.	RT seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: Maintaining an effective data-management system	RT's data-management system is either non-existent or in disarray; it cannot be used to monitor student process or to adjust treatment when needed.	RT has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	RT has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	RT has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. RT uses the system to communicate with teachers and parents.



Domain 4 for Resource Teachers: Professional Responsibilities (continued)				
Component	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a professional community	RT's relationships with colleagues are negative or self-serving, and RT avoids being involved in school and division events and projects.	RT's relationships with colleagues are cordial, and RT participates in school and division events and projects when specifically asked to do so.	RT participates actively in school and division events and projects and maintains positive and productive relationships with colleagues.	RT makes a substantial contribution to school and division events and projects and assumes a leadership role with colleagues.
4e: Engaging in professional development	RT does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	RT's participation in professional development activities is limited to those that are convenient or are required.	RT seeks out opportunities for professional development based on an individual assessment of need.	RT actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism, including integrity, advocacy, and maintaining confidentiality	RT displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	RT is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	RT displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	RT 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.



Levels of Performance

This information may be utilized with the Self-Assessment of Professional Practice or the Summative Evaluation Report template for School Counsellors and Resource Teachers (Appendices M, N, O, P).

Each element of a component of the Framework of Teaching has four levels of performance: unsatisfactory, basic, proficient, and distinguished.

Unsatisfactory:

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

Basic:

The teacher 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, visiting classrooms of other teachers and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

For supervision and evaluation, this level is minimally competent- improvement is likely with experience.

Proficient:

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Distinguished:

Teachers at this level are master teachers and make a contribution to the field, both in and outside of the school. They operate at a qualitatively different level, and are highly motivated and engaged, assuming considerable responsibility for their own learning.



Self-Assessment of Professional Practice- School Counsellor

Name _____ Date _____ Teaching Assignment _____

Rate each of the following categories regarding your performance:

U = Unsatisfactory level B = Basic level P = Proficiency level D = Distinguished level

Domain 1: Planning and Preparation

1a: Demonstrates knowledge of counselling theory/ techniques	U	B	P	D
1b: Demonstrates knowledge of child/adolescent development	U	B	P	D
1c: Establishes goals for the counselling program appropriate to the setting and the student served	U	B	P	D
1d: Demonstrates knowledge of resources both within and beyond the school and division	U	B	P	D
1e: Plans the counselling program, integrated with the regular school program	U	B	P	D
1f: Develops a plan to evaluate the counselling program	U	B	P	D

Comments:

Domain 2: The Environment

2a: Creates an environment of respect and rapport	U	B	P	D
2b: Establishes a culture for productive communication	U	B	P	D
2c: Manages routines and procedures	U	B	P	D
2d: Establishes standards of conduct and contributes to the culture for student behaviour throughout the school	U	B	P	D
2e: Organizes physical space	U	B	P	D

Comments:



Domain 3: Delivery of Service

3a: Assesses student needs	U	B	P	D
3b: Assists students/teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	U	B	P	D
3c: Uses counselling techniques in individual/classroom programs	U	B	P	D
3d: Brokers resources to meet needs	U	B	P	D
3e: Demonstrates flexibility and responsiveness	U	B	P	D

Comments:

Domain 4: Professional Responsibilities

4a: Reflects on practice	U	B	P	D
4b: Maintains records and submits them in timely fashion	U	B	P	D
4c: Communicates with families	U	B	P	D
4d: Participates in a professional community	U	B	P	D
4e: Engages in professional development	U	B	P	D
4f: Shows professionalism	U	B	P	D

Comments:



Summative Evaluation Report

Name:		Date:		Teaching Assignment:	
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Rate each of the following categories:

U = Unsatisfactory level
B = Basic level

P = Proficiency level
D = Distinguished level

Domain 1: Planning and Preparation

		U	B	P	D
1a:	Demonstrates knowledge of counselling theory/ techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b:	Demonstrates knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c:	Establishes goals for the counselling program appropriate to the setting and the student served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d:	Demonstrates knowledge of resources both within and beyond the school and division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e:	Plans the counselling program, integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f:	Develops a plan to evaluate the counselling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 2: The Environment

		U	B	P	D
2a:	Creates an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b:	Establishes a culture for productive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c:	Manages routines and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d:	Establishes standards of conduct and contributes to the culture for student behaviour throughout the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e:	Organizes physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Domain 3: Delivery of Service

		U	B	P	D
3a:	Assesses student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b:	Assists students/teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c:	Uses counselling techniques in individual/classroom programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d:	Brokers resources to meet needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e:	Demonstrates flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 4: Professional Responsibilities

		U	B	P	D
4a:	Reflects on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b:	Maintains records and submits them in timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c:	Communicates with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d:	Participates in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e:	Engages in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f:	Shows professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summary comments:

Signature of Principal

I have discussed this report with the Principal. This signature does not necessarily indicate agreement.

Signature of Teacher



Self-Assessment of Professional Practice – Resource Teacher

Name _____ Date _____ Teaching Assignment _____

Rate each of the following categories regarding your performance:

U = Unsatisfactory level B = Basic level P = Proficiency level D = Distinguished level

Domain 1: Planning and Preparation

1a: Demonstrates knowledge and skill in the resource area; holds the relevant certificate	U	B	P	D
1b: Establishes goals for the resource program appropriate to the setting and the students served	U	B	P	D
1c: Demonstrates knowledge of provincial regulations and guidelines	U	B	P	D
1d: Demonstrates knowledge of resources, both within and beyond the school division	U	B	P	D
1e: Plans the resource program, integrated with the regular school program, to meet the needs of individual students	U	B	P	D
1f: Develops a plan to evaluate the resource program	U	B	P	D

Comments:

Domain 2: The Environment

2a: Establishes rapport with students	U	B	P	D
2b: Organizes time effectively	U	B	P	D
2c: Establishes and maintains clear procedures for referrals	U	B	P	D
2d: Establishes standards of conduct in the resource room	U	B	P	D
2e: Organizes physical space for the resource room	U	B	P	D

Comments:



Domain 3: Delivery of Service

3a: Responds to referrals and evaluates student needs	U	B	P	D
3b: Develops and implements treatment plans to maximize students' success	U	B	P	D
3c: Communicates with families	U	B	P	D
3d: Collects information; writes reports	U	B	P	D
3e: Demonstrates flexibility and responsiveness	U	B	P	D

Comments:

Domain 4: Professional Responsibilities

4a: Reflects on practice	U	B	P	D
4b: Collaborates with teachers and administrators	U	B	P	D
4c: Maintains an effective data-management system	U	B	P	D
4d: Participates in a professional community	U	B	P	D
4e: Engages in professional development	U	B	P	D
4f: Shows professionalism, includes integrity, advocacy, and maintains confidentiality	U	B	P	D

Comments:



Summative Evaluation Report

Name:		Date:		Teaching Assignment:	
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Rate each of the following categories:

U = Unsatisfactory level

P = Proficiency level

B = Basic level

D = Distinguished level

Domain 1: Planning and Preparation

		U	B	P	D
1a:	Demonstrates knowledge and skill in the resource area; holds the relevant certificate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b:	Establishes goals for the resource program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c:	Demonstrates knowledge of provincial regulations and guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d:	Demonstrates knowledge of resources both within and beyond the school and division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e:	Plans the resource program, integrated with the regular school program, to meet the needs of individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f:	Develops a plan to evaluate the resource program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 2: The Classroom Environment

		U	B	P	D
2a:	Establishes rapport with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b:	Organizes time effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c:	Establishes and maintains clear procedures for referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d:	Establishes standards of conduct in the resource room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e:	Organizes physical space for the resource room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:



Domain 3: Instruction

		U	B	P	D
3a:	Responds to referrals and evaluates student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b:	Develops and implements treatment plans to maximize students' success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c:	Communicates with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d:	Collects information; writes reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e:	Demonstrates flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Domain 4: Professional Responsibilities

		U	B	P	D
4a:	Reflects on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b:	Collaborates with teachers and administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c:	Maintains an effective data-management system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d:	Participates in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e:	Engages in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f:	Shows professionalism, includes integrity, advocacy, and maintains confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Summary comments:

Signature of Principal

I have discussed this report with the Principal. This signature does not necessarily indicate agreement.

Signature of Teacher