

GLOUCESTER CITY SCHOOL DISTRICT
GUIDANCE COUNSELOR EVALUATION RUBRIC 2020-2021

Name:

Evaluator:

Date:

Title:

Pre-Conf

Focus:

Post-Conf

PERFORMANCE STANDARD #1: PLANNING AND PREPARATION

Special Service Providers plan for quality service using a comprehensive approach.

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
1a	Incorporate knowledge of counseling standards	<input type="checkbox"/> Demonstrates little understanding of counseling standards.	<input type="checkbox"/> Demonstrates basic knowledge of counseling standards.	<input type="checkbox"/> Incorporates the counseling standards in planning activities and services on a consistent basis.	<input type="checkbox"/> Incorporates the counseling standards which guide all aspects of program development, implementation and evaluation.
1b	Demonstrate knowledge of a child and adolescent development.	<input type="checkbox"/> Displays little or no knowledge of child and adolescent development.	<input type="checkbox"/> Displays knowledge of child and adolescent development.	<input type="checkbox"/> Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine counseling activities.	<input type="checkbox"/> Understands the typical and atypical developmental characteristics of the age group as it applies to learning and essential life skills acquisition. Applies this knowledge in routine counseling activities.
1c	Establish goals for the counseling program to support student learning.	<input type="checkbox"/> Has no clear goals for the counseling program or they do not support student learning.	<input type="checkbox"/> Outlines goals for the counseling program that are rudimentary and occasionally focus on student learning.	<input type="checkbox"/> Establishes goals for the counseling program that are clear with outcomes intended to positively impact student learning.	<input type="checkbox"/> Establishes goals for the counseling program that are clear, well developed with evidence demonstrating a positive impact on student learning.

1d	<p>Establish session goals or meeting outcomes.</p> <p>Spot Observation Form</p>	<p><input type="checkbox"/> Does not clarify session goals or meeting outcomes and/or the purposes may be inappropriate for the student or situation.</p>	<p><input type="checkbox"/> Appears to know what they want to accomplish by the end of the session or meeting, although it may be unclear to others.</p>	<p><input type="checkbox"/> Establishes clear goals appropriate to the situation when working with or evaluating students. Outcomes for meetings are stated in advance.</p>	<p><input type="checkbox"/> Encourages student understanding of the goals and purpose of each session or evaluation. Meeting outcomes are clarified in advance and participants know what is expected of them.</p>
1e	<p>Plan interventions, accommodations & modifications to maximize likelihood of student success.</p> <p>Spot Observation Form</p>	<p><input type="checkbox"/> Unaware of needs of students based on data. Makes no suggestions for interventions for students with individual needs.</p>	<p><input type="checkbox"/> Communicates individual needs of students to appropriate school personnel. Makes minimal suggestions for interventions based on data. Provides minimal monitoring and/or follow-up of interventions.</p>	<p><input type="checkbox"/> Demonstrates knowledge of child/adolescent cognitive development and applies this knowledge in developing effective interventions to promote learning. Incorporates assessment information to the development and monitoring of instructional strategies and interventions that meet the individual learning needs of students. Assists in developing and monitoring measurable interventions.</p>	<p><input type="checkbox"/> Applies knowledge of cognitive child/adolescent development and uses pertinent achievement data to help develop interventions linking the students' individual learning needs with the most appropriate intervention strategy. Counselor stays current with available building and district intervention resources and programs.</p>

PERFORMANCE STANDARD #2 DATA INFORMED DECISION MAKING

Special Service Providers use multiple sources fo data to inform their decision making.

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
2a	Use a variety of instruments to gather information on student's strengths, needs and preferences.	<input type="checkbox"/> Lacks the skills to determine specific procedures to be used to determine strengths, needs and preferences of students. Uses instruments that are outdated or with poor reliability or validity. Fails to score or interpret results accurately.	<input type="checkbox"/> Developing the skills to determine the appropriate assessment procedures to be used with working to understand the unique needs of students. Has a basic understanding and can use a variety of interest inventories, surveys and rating scales. Improving in ability to administer and interpret results accurately.	<input type="checkbox"/> Effectively uses the information gathered from a variety of instruments on student strengths, needs and preferences; such as, career, personality, interest and/or learning style inventories, rating scales, interviews, observations, survey of reinforcement and threat assessment.	<input type="checkbox"/> Advocates for the importance of multi-dimensional assessment of students. Works collaboratively as part of an interdisciplinary team examining results from a variety of instruments on student strengths, needs and preferences. Utilizes and can train others on administration and interpretation of career, personality, interest and/or learning styles inventories. May have specialized expertise in using behavior rating scales, interview strategies, observation protocols, surveys of reinforcement and implementation of threat assessment.
2b	Analyze and use results from multiple sources or assessments in decision making.	<input type="checkbox"/> Shows minimal effort to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	<input type="checkbox"/> Attempts to collect data and integrate assessment results to influence planning and interventions available in the school and for students.	<input type="checkbox"/> Often collects data and integrates assessment results to influence planning and interventions available in the school and for students.	<input type="checkbox"/> Continually collects data and integrates assessment results to influence planning and interventions available in the school and for students.

2c	Provide appropriate feedback.	<input type="checkbox"/> Poorly communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.	<input type="checkbox"/> Inconsistently communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.	<input type="checkbox"/> Adequately communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.	<input type="checkbox"/> Effectively communicates assessment results (records of student data) to a variety of audiences (parents, students, staff and community) in a useful, sensitive and culturally appropriate way.
2d	Spot Observation Form Utilize technology to gather data and enhance the learning environment.	<input type="checkbox"/> Use of available technology is not evident. Unaware of how to access or use electronic data management systems to store and retrieve student information and student plan or generate reports.	<input type="checkbox"/> demonstrates some technology skills that support service delivery. Has a working knowledge of how to access student information, achievement results, student plans and is able to generate reports.	<input type="checkbox"/> Uses computer programs that assist with effectiveness of service delivery. Uses district electronic data management tools to access student information, student plans, achievement results and to generate reports.	<input type="checkbox"/> Assumes an active leadership role by instructing others on the use of computer programs that promote effectiveness and efficiency in service delivery. Uses district electronic data management tools proficiently to create reports and analyze progress-monitoring data.

PERFORMANCE STANDARD #3: DELIVERY OF SERVICE

Special Service Providers deliver quality services.

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
3a	Uses a variety of materials, methods and strategies to remove barriers to learning. Spot Observation Form	<input type="checkbox"/> Rarely assists students and their parents in the individual student planning of personal, academic and career goals that are reviewed and updated on a continuing basis.	<input type="checkbox"/> Adequately assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	<input type="checkbox"/> Effectively assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.	<input type="checkbox"/> Proactively assists students and their parents in the individual student planning of academic, career and personal goals that are reviewed and updated on a continuing basis.
3b	Use counseling techniques in individual, group and classroom settings.	<input type="checkbox"/> Has ineffective counseling techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	<input type="checkbox"/> Displays a limited repertoire of counseling techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	<input type="checkbox"/> Effectively applies counseling techniques to help students acquire skills in decision-making, problem solving and goal setting for increased academic success.	<input type="checkbox"/> Highly skilled with depth and range of effective counseling techniques to help students acquire skills in decision making, problem solving and goal setting for increased academic success.
3c	Design and deliver district adopted affective curriculum and/or career planning programs for students. (starting 2008-2009)	<input type="checkbox"/> Plans lesson or unit that has no clearly defined structure, or structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic. Unit is not through-out and planning is inadequate. Lessons are unfocused and/or lessons consistently limit counselor-student engagement.	<input type="checkbox"/> Plans lesson or unit that has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable. There is not a general plan for the entire unit prior to the first lesson of the unit being delivered. The unit and lessons are only loosely tied to concepts and objectives. Unit is not designed to maximize productive time as activities tend to be strung together.	<input type="checkbox"/> Designs and delivers lessons or units that have a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocation. Lesson or unit is planned in fair detail. The unit is designed to teach concepts thoroughly, with time for follow-up. Lessons are designed to maximize productive time and engage student thinking.	<input type="checkbox"/> Designs and delivers lessons or units that has a clearly defined structure that allows for different pathways according to diverse student needs. The progression of activities is highly coherent. Lesson or unit is fully planned with explicit attention to detail. Lesson or unit is structured around concepts and objectives and the relevancy of the instruction is clear to students. Lessons are designed to maximize productive time and critical thinking skills.

3d	<p>Ensure sessions or meetings are focused and productive while promoting active participation.</p> <p>Spot Observation Form</p>	<input type="checkbox"/> Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.	<input type="checkbox"/> Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.	<input type="checkbox"/> Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.	<input type="checkbox"/> Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.
3e	<p>Access building, district and community resources.</p>	<input type="checkbox"/> Displays little or no knowledge of building, district and community resources or resources are mismatched with the findings of the identified needs.	<input type="checkbox"/> Has knowledge of and accesses building and district resources for students.	<input type="checkbox"/> Has knowledge of building, district and community resources. Connects student/family with resources in a timely manner and does appropriate follow-up.	<input type="checkbox"/> Has knowledge of existing building, district and community resources and develops additional resources, which are used in prevention efforts with students and their families. Relentless in seeking ways to make resources available to students through the school district and in the community.
3f	<p>Implement and evaluate a yearly counseling program.</p>	<input type="checkbox"/> Does not implement and/or distribute a yearly calendar of counseling services/activities. Services/activities are not based on need or are evaluated for effectiveness.	<input type="checkbox"/> Occasionally implements and distributes a yearly calendar of counseling services reflecting the time spent in the four delivery system areas. Makes modest changes in the counseling program when data indicates ineffectiveness.	<input type="checkbox"/> Consistently implements and distributes a yearly calendar of counseling services which reflects a balance in the four delivery system areas. Makes appropriate revisions in the counseling program in response to program evaluation data.	<input type="checkbox"/> Effectively and consistently implements and distributes a yearly calendar of counseling services which reflects a balance in the four delivery system areas. Continually seeks ways to improve the counseling program and makes targeted changes as needed in response to program evaluation data.

PERFORMANCE STANDARD #4: INTERVENTIONS

Special Service Providers increase the probability of advancing individual student achievement.

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
4a	<p>Implement or monitor academic interventions.</p> <p>Spot Observation Form</p>	<p><input type="checkbox"/> Does not monitor academic interventions for students with individual needs.</p>	<p><input type="checkbox"/> Provides minimal monitoring and/or follow-up of academic interventions.</p>	<p><input type="checkbox"/> Actively monitors instructional interventions that meet the individual learning needs of students. Assists in the design and delivery of access skills that support learning.</p>	<p><input type="checkbox"/> Ensures that progress-monitoring systems are in place to determine intervention effectiveness and promptly takes action to adjust accommodations or modifications when progress-monitoring data suggests the need to do so.</p>
4b	<p>Recommend implement or monitor appropriate interventions for students with social, emotional & behavioral needs.</p> <p>Spot Observation Form</p>	<p><input type="checkbox"/> Unaware of social, emotional and/or behavioral needs of students based on assessment data. Makes no suggestions for social, emotional and/or behavioral interventions for students with individual needs (e.g. behavior support plans, planning and/or organizational skills, self-monitoring).</p>	<p><input type="checkbox"/> Communicates individual social, emotional and/or behavioral needs of students to appropriate school personnel. Makes minimal suggestions for social, emotional and/or behavioral interventions based on data. Provides minimal monitoring and/or follow-up of social, emotional, behavioral interventions based on data.</p>	<p><input type="checkbox"/> Assists in planning, implementing and monitoring effective behavior management programs based on data. Develops research based social, emotional and/or behavioral interventions that are adapted to individual needs. Uses assessment data to evaluate and monitor interventions to determine effectiveness, need for modification, or need for redevelopment. Assists in the design and delivery of access skills that support learning such as self-regulation, self-monitoring, time management, planning and/or organizational skills and making appropriate choices.</p>	<p><input type="checkbox"/> Works collaboratively with other professionals to develop and implement behavior change programs (individual group, and classroom) that demonstrate the use of alternative approaches to student discipline, comprehensive and behavioral approaches to classroom management, and awareness of classroom climate. Assists parents and other caregivers in the development, implementation and evaluation of behavior change programs in the home in order to facilitate the learning and behavioral growth of the student.</p>

4c	Use appropriate tools for identifying early warning signs of children at risk and implement pre-referral interventions for learning and social/emotional behavioral problems.	<input type="checkbox"/> Lacks knowledge of effective tools and interventions for children at-risk for learning or behavioral problems.	<input type="checkbox"/> Develops knowledge of effective tools and interventions for children at-risk for learning or behavioral problems.	<input type="checkbox"/> Demonstrates knowledge of early warning signs of children at-risk for learning or social, emotional and/or behavioral problems. Finds ways to implement prevention and early intervention strategies in the pre-referral process.	<input type="checkbox"/> Has expertise in using appropriate tools to assess the early warning signs of children at-risk of academic or social failure. Takes a leadership role in providing professional development for others on warning signs of children at risk for learning or behavioral problems. Collaborates with other professionals to design systems for implementing pre-referral and early interventions and accommodations.
4d	Participate as a member of an intervention or solution team. Spot Observation Form	<input type="checkbox"/> Unavailable to participate in collaborative meetings and does not provide guidance regarding Special Education law and procedures.	<input type="checkbox"/> Attends RT/pre-referral meetings, but is not an active participant. Defers to others for guidance.	<input type="checkbox"/> Participates actively as a member of the RT/pre-referral team. When appropriate, provides guidance to the team, and volunteers services.	<input type="checkbox"/> Provides leadership and guidance while actively serving as a collaborative member of the RT/pre-referral team. Makes purposeful and productive contributions to the team. Utilizes data during meetings to guide decisions while adhering to RTI and Special Education guidelines.

PERFORMANCE STANDARD #5: CONTRIBUTIONS TO THE LEARNING ENVIRONMENT

Special Service Providers make contributions to the learning environment, supporting a culture that is conducive to student well-being and learning.

Service and Support The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
5a	Create a safe and accessible counseling environment.	<input type="checkbox"/> Has a counseling office area that is either unsafe or is not accessible to some students.	<input type="checkbox"/> Creates an environment that is relatively safe, but has a "neutral" feel to it. Limited attention has been given to use of space to increase counseling effectiveness.	<input type="checkbox"/> Creates a generally safe, comfortable environment that engage students. The office arrangement is an asset in the counseling process.	<input type="checkbox"/> Creates a safe, inviting environment that highly engages students. Uses physical resources optimally to enhance the counseling process and accessibility to counseling services.
5b	Model positive and respectful rapport. Spot Observation Form	<input type="checkbox"/> Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the counselor and students.	<input type="checkbox"/> Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Rapport is impersonal.	<input type="checkbox"/> Recognizes student individuality and the dignity of each student are consistently maintained. Counselor-student interactions are positive and respectful rapport is demonstrated.	<input type="checkbox"/> Encourages student individuality and the dignity of each student is consistently maintained and honored. Counselor interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out: reflecting a high degree of comfort and trust in the relationship.
5c	Respect diversity among others.	<input type="checkbox"/> Demonstrates a lack or respect for diversity among others. Demonstrates lack of sensitivity to the individual needs of others. Allows student interactions characterized by conflict, sarcasm or put-downs.	<input type="checkbox"/> Seldom models curiosity, fairness, honesty and respect for diverse opinions and populations. Efforts to address the needs of a diverse school community with students are only minimally effective.	<input type="checkbox"/> Demonstrates tolerance of others' values and viewpoints. Shows concern, respect and sensitivity for the needs of all students and their families, including those from diverse cultural and linguistic backgrounds. Implements a plan to teach students respect for diversity.	<input type="checkbox"/> Demonstrations of genuine caring and respect for diversity both as individuals and as students, are expected, taught and intentionally reinforced by the counselor. Takes the lead on providing professional development on diverse student needs. Initiates programs for diverse students.

5d	Promote student collaboration and leadership.	<input type="checkbox"/> Generally uses a one-dimensional approach to engage students. Student collaboration is not promoted.	<input type="checkbox"/> Uses a few strategies to engage all students in collaborative activities that promote communication of students within the activity.	<input type="checkbox"/> Engages all students in collaborative activities that promote communication and group responsibility to the community.	<input type="checkbox"/> Facilitates the conditions under which students demonstrate strategies for collaboratively solving problems and initiating leadership for decision making in the school community.
5e	Comply with established school wide procedures.	<input type="checkbox"/> Ignores school procedures. Supervision of students outside of the counseling setting is nonexistent or haphazard. Student safety is compromised by counselor's lack of compliance with emergency procedures.	<input type="checkbox"/> Follows established school procedures. Supervision of students outside the counseling setting is inconsistent or lacks an appropriate level of attention. Counselor follows established procedures in emergency situations and does not intentionally compromise student safety.	<input type="checkbox"/> Consistently follows established school procedures. Supervision of students outside the counseling setting is consistent and at an appropriate level of attention. Ensures student safety by following established procedures in emergency situations.	<input type="checkbox"/> Demonstrates full knowledge and compliance with all school and emergency procedures. Supervision of students outside the counseling setting is consistently appropriate and students exhibit self-regulating behaviors. Students are attuned to the reasons for the procedures and assume responsibility in their enforcement.

PERFORMANCE STANDARD #6: LEADERSHIP

Special Service Providers have a responsibility for professional growth and positive leadership.

Professional Responsibilities The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
6a	Understand their role and responsibility in implementing the District, Department and/or Building Action Plan.	<ul style="list-style-type: none"> Allows others to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Writes individual, measurable goals as required. 	<ul style="list-style-type: none"> Works collaboratively with leadership to fulfill the goals and priorities outlined in the District, Department and/or Building Action Plan. Develops individual, measurable goals that align with the department action plan. 	<ul style="list-style-type: none"> Fully participates in collaboratively fulfilling the goals and priorities outlined in the District, Departmental and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals. 	<ul style="list-style-type: none"> Takes an active leadership role in collaboratively fulfilling the goals and priorities outlined in the District, Department and/or Building Action Plan. Establishes individual, measurable goals that align with the department action plan and monitors own progress in reaching these goals.
6b	Promote the concept of Professional Learning Communities through purposeful involvement.	<ul style="list-style-type: none"> Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's 	<ul style="list-style-type: none"> Demonstrates some skills in collaborating with others to gather relevant data, design and carry out intervention strategies. Requires additional skill development and practice for effectively implementing the concepts of PLC's 	<ul style="list-style-type: none"> Actively participates in a PLC to analyze relevant assessment data to remove barriers to instruction, implement and monitor effectiveness of intervention strategies and intentionally seeks to improve the effectiveness of the PLC team. 	<ul style="list-style-type: none"> Assumes a leadership role for the effective implementation of PLC teams within the department. Demonstrates a willingness to share best practice strategies with others through modeling or training. Engages in reflective practices that result in improvement of PLC effectiveness.
6c	Continue professional growth.	<ul style="list-style-type: none"> Does not engage in professional development activities other than for license renewal. Makes no effort to share knowledge with others or to contribute productivity to school outcomes. 	<ul style="list-style-type: none"> Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices. Supports others in leadership roles. 	<ul style="list-style-type: none"> Seeks new professional development opportunities to challenge self to grow professionally. Actively reflects on improving teaching practices and setting new goals. Finds ways to share best practice strategies with others, may even serve as mentor. Assumes a positive leadership role within the school. 	<ul style="list-style-type: none"> Is a life-long learner. Reflects on and challenges self to continue to grow professionally. Shares best practice strategies, positively impacting the work of others through mentorship. Assumes a positive leadership role in seeking more effective ways to accomplish professional growth goals and improve the organization.

6d	Support collaborative partnerships.	<input type="checkbox"/> Avoids or may have negative relationships with administrators and colleagues. Does not become involved in school, department and/or district events and projects.	<input type="checkbox"/> Maintains cordial relationships with administrators and colleagues to fulfill duties that the school requires. Participates in school, department and/or district events or projects when specifically asked.	<input type="checkbox"/> Provides mutual support and cooperation with administrators and colleagues. Actively participates in a culture of professional inquiry. Serves by volunteering to participate in school, department and/or district events and projects, making a substantial contribution.	<input type="checkbox"/> Works collaboratively with administrators, educators, support staff, professionals, parents and others to improve the effective functioning of the department or school. Makes a substantial contribution by volunteering to participate in collaborative partnerships that extend beyond the department to the district, community and/or universities.
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PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES

Special Service Providers have a responsibility for professional growth and positive leadership.

Responsibilities The Counselor should know and be able to:		Level of Performance The Counselor performing at this level:			
		Unsatisfactory (Developing)	Proficient	Accomplished	Distinguished
7a	Adhere to federal laws, state statues and regulations pertaining to education, the Board of Education (BOE) policies, the Agreement of Trust and Understanding (ATU), and school rules.	<input type="checkbox"/> Disregards or has no awareness of legal and professional responsibilities pertaining to education. Does not comply with school rules and HSD2 policies and procedures.	<input type="checkbox"/> Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education. Complies minimally with school rules and HSD2 policies and procedures.	<input type="checkbox"/> Understands and abides by the legal and professional responsibilities pertaining to education. Complies fully with school rules and HSD2 policies and procedures.	<input type="checkbox"/> Fully understands and abides by the legal and professional responsibilities pertaining to education. Consistently complies with school rules and HSD2 policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.
7b	Demonstrate professionalism.	<input type="checkbox"/> Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Displays unethical or dishonest conduct. Loses composure or becomes defensive when faced with a difficult problem.	<input type="checkbox"/> Displays respect for others when interacting with students, parents, staff and community. Acts ethically and honestly. Attempts to maintain composure in the face of conflict or difficult issues.	<input type="checkbox"/> Models respect for others when interacting with students, parents, staff and the community. Acts ethically, honestly and with integrity at all times. Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	<input type="checkbox"/> Promotes a culture focused on exempting respect for others. Consistently acts ethically, honestly and with integrity. Is a calming presence when faced wit conflict or challenges.

GLOUCESTER CITY SCHOOL DISTRICT
Guidance Counselor Evaluation Rubric

Evaluee Signature

Date

Evaluator Signature

Date

7/7/2020