

# Adjustment and Guidance Counselor Observation Form

The following performance standards, criteria, and indicators are based on the Massachusetts Department of Education's Education Law and Regulations (603 CMR 7.11) for educator licensure in Professional Support Personnel Licenses in School Social Worker/School Adjustment Counselor and School Guidance Counselor. These standards are aligned with District's Counseling Policy (2004), Massachusetts Career Education Benchmarks (2005), Massachusetts Curriculum Frameworks (1999, 2000, 2001, 2003, 2004, 2006), National Board of Professional Teaching Standards (NBPTS) *School Counseling Standards for School Counselors of Students Ages 3-18+* (2003), the *American School Counselor Association Framework for School Counseling Programs* (2003), the National Board for Certified Counselors (NBCC)/National Certified School Counselor (NCSC) (1991), National Association of Social Work (NASW) *Standards for School Social Workers* (2002) and The Education Trust *Transforming School Counseling Initiative* (2002).

An observer will determine if the standards are met by the Counselor and if the indicators do not meet (D), meet (M), or exceed (E) expectations, are not observable (NO), or are not applicable (NA). Non-observable indicators will be discussed at the pre and post observation conferences. A counselor may be required to submit evidence for non-observable indicators as may be necessary.

All non-observable indicators that would potentially lead to a *Does Not Meet* (D) in a principle must be indicated at the 2<sup>nd</sup> post observation conference.

Counselor \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Subject \_\_\_\_\_

Level and/or Grade \_\_\_\_\_ Period \_\_\_\_\_

Time and Duration \_\_\_\_\_ Class Size \_\_\_\_\_

Type of Classroom: Standard \_\_\_\_\_ Sub-standard \_\_\_\_\_

Unusual Conditions \_\_\_\_\_

Number of Adjustment Counselors in the Department \_\_\_\_\_ Number of Guidance Counselors in the Department \_\_\_\_\_

Student/Counselor Ratio \_\_\_\_\_

Pre- Conference Date \_\_\_\_\_ Time \_\_\_\_\_ Date of Observation: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Status: \_\_\_\_\_ Non-Professional \_\_\_\_\_ Professional Position: \_\_\_\_\_ Adjustment Counselor \_\_\_\_\_ Guidance Counselor

Licensed  Waiver  Licensure Area \_\_\_\_\_

Comments:

<b>Standards of Counselor Performance</b>							
D= Does not Meet Expectations E= Exceeds Expectations	M = Meets Expectations NA = Not Applicable	NO=Not Observable during the observation	<b>D</b>	<b>M</b>	<b>E</b>	<b>NA</b>	<b>NO</b>
<b>Principle I: Implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.</b>							
<i>A. The adjustment/guidance counselor teaches guidance units effectively.</i>							
1. Organizes units for students' mastery based on student needs.							
2. Uses effective instructional strategies.							
3. Establishes an environment conducive for student learning through the use of effective classroom management techniques.							

<b>Standards of Counselor Performance</b>					<b>D</b>	<b>M</b>	<b>E</b>	<b>NA</b>	<b>NO</b>
D= Does not Meet Expectations      M = Meets Expectations E= Exceeds Expectations      NA = Not Applicable      NO=Not Observable during the observation									
<i>B. The adjustment/guidance counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.</i>									
4. Collaborates with teachers in developing and delivering the guidance curriculum.									
5. Serves as a resource regarding guidance materials appropriate to the guidance units being taught.									
6. Provides training for teachers on guidance-related subject matter and guidance instruction methodology.									
<b>Comments:</b>									
<b>Principle II: Implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.</b>									
<i>A. The adjustment/guidance counselor, in collaboration with parents, helps students establish goals and use planning skills.</i>									
7. Help students establish goals and develop and use planning skills									
8. Encourages teachers, other professionals, and their parents to participate in student educational and career planning.									
9. Guides students to utilize assessment results in their educational and career plans.									
<i>B. The adjustment/guidance counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.</i>									
10. Strives to guard against over interpretation or other inappropriate use of assessment data.									
11. Attends to the confidential and private nature of individual assessment data.									
12. Understands/applies the basic statistical concepts essential in the use of assessment instruments and data.									
13. Understand/applies the basic concepts and principles of measurement and evaluation.									
14. Presents information in a clear and concise manner.									
15. Organizes and makes educational and career information available.									
16. Helps students and their parents become aware of the range of educational opportunities available.									
<b>Comments:</b>									
<b>Principle III: Implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.</b>									
<i>A. The adjustment/guidance counselor counsels individual students and small groups of students with identified needs/concerns.</i>									
17. Informs students, parents, teachers, and administrators about the process that can be used to refer students for individual or small group counseling.									

<b>Standards of Counselor Performance</b>		<b>D</b>	<b>M</b>	<b>E</b>	<b>NA</b>	<b>NO</b>
D= Does not Meet Expectations      M = Meets Expectations E= Exceeds Expectations      NA = Not Applicable      NO=Not Observable during the observation						
18. Provides individual counseling and small group counseling using theories and techniques appropriate for school counseling in a global society.						
19. Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the students' needs and concerns.						
20. Assists students in developing concrete plans aimed at problem resolution.						
<i>B. The adjustment/guidance counselor consults effectively with parents, teachers, administrators, and other relevant individuals.</i>						
21. Uses effective and appropriate procedures in consulting with individuals and groups. a. Interprets information and ideas effectively. b. Gathers information as needed to consult effectively and efficiently. c. Understands participants' responsibility and goals. d. Establishes credibility by suggesting a variety of options, alternatives, resources, or strategies. e. Responds to parent inquiries in a timely manner. f. Is appreciative of ideas expressed by others. g. Is a regular contributing member of the building's student support team.						
22. Coordinates the development and implementation of the participants' plan of action. a. Encourages input from participant. b. Facilitates communication promoting a spirit of compromise and cooperation.						
<i>C. The adjustment/guidance counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.</i>						
23. Understands and articulates the rationale and criteria for the referral process.						
24. Develops and maintains a current list of appropriate and effective referral sources.						
25. Determines the need for, and makes referral when necessary.						
26. Assists students and their parents during and after the referral process.						
27. Keeps teachers informed about the referral process as appropriate.						
28. Participates in the development of follow- up activities for students.						
<b>Comments:</b>						
<b>Principle IV: Implements the System Support Component through the effective guidance program management and support for other educational programs.</b>						
<i>A. The adjustment/guidance counselor provides a comprehensive and balanced program in collaboration with school staff.</i>						
29. Provides comprehensive guidance program activities consistent with identified student needs. a. Conducts formal and informal needs assessments to determine needs and priorities as perceived by students. b. Follows priorities established in the comprehensive developmental school counseling program framework.						
30. Uses sound organizational skills. a. Sets timelines and follows them b. Operates from a program calendar.						
31. Uses resources effectively.						

<b>Standards of Counselor Performance</b>						<b>D</b>	<b>M</b>	<b>E</b>	<b>NA</b>	<b>NO</b>
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32. Establishes and carries out an effective comprehensive guidance program evaluation. a. Evaluates effectiveness of guidance activities. b. Uses results of evaluation to improve guidance program.										
33. Explains the philosophy, priorities, and practices of the comprehensive developmental school counseling program effectively and articulately to school staff, parents, and the community.										
<i>B. The adjustment/guidance counselor provides support for other school programs.</i>										
34. Serves on building and district committees as appropriate.										
35. Works cooperatively with other school personnel in the best interest of students and for the betterment of the district.										
<b>Comments:</b>										
<b>Principle V: Uses professional communication and interaction with the school community.</b>										
<i>A. The adjustment/guidance counselor demonstrates positive interpersonal relations with students.</i>										
36. Promotes positive self-image in students.										
37. Provides a climate which opens up communication with students.										
38. Interacts with students in a mutually respectful and friendly manner.										
39. Makes an effort to know students as individuals.										
40. Is available to all students.										
41. Uses discretion in handling confidential information and difficult situations.										
<i>B. The adjustment/guidance counselor demonstrates positive interpersonal relations with all staff.</i>										
42. Works cooperatively with colleagues in planning guidance activities.										
43. Shares ideas, materials, and methods with other staff members.										
44. Works cooperatively with the schools' administration to implement policies and regulations for which the school is responsible.										
45. Informs administrators and/or appropriate school personnel of school-related matters.										
<i>C. The adjustment/guidance counselor demonstrates positive interpersonal relations with parents/patrons.</i>										
46. Cooperates with parents in the best interest of the student.										
47. Provides a climate which opens up communication with parents.										
48. Handles expressions of conflict in a constructive manner.										
49. Encourages parent/patron involvement with the school.										
50. Responds to parents in a timely manner.										
51. Initiates communication with parents as appropriate.										
<b>Comments:</b>										

<b>Standards of Counselor Performance</b>					
D= Does not Meet Expectations		M = Meets Expectations		<b>D</b>	<b>M</b>
E= Exceeds Expectations		NA = Not Applicable		<b>E</b>	<b>NA</b>
		NO=Not Observable during the observation		<b>NO</b>	
<b>Principle VI: Fulfills professional responsibilities</b>					
<i>A. The adjustment/guidance counselor demonstrates a commitment to ongoing professional growth.</i>					
52. Participates in professional activities, such as coursework, workshops, and conferences, and membership and involvement in professional organizations.					
53. Seeks opportunities to learn from colleagues, students, parents, and community members.					
54. Keeps abreast of developments in the counseling profession including the use of technology.					
<i>B. The adjustment/guidance counselor demonstrates professional and responsible work habits.</i>					
55. Carries out adjustment/guidance responsibilities promptly and accurately in accordance with established job description.					
56. Uses available technology as a management and counseling tool.					
<i>C. The adjustment/guidance counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.</i>					
57. Observes ethical standards of the American School Counselor Association, the American Counseling Association, and National Association of School Social Workers.					
58. Adheres to district policies and legal guidelines.					
59. Does not reveal confidential information inappropriately.					
60. Does not impose personal value judgments on students, their families or on school staff.					
61. Promotes equity with respect to gender, ethnicity, religious beliefs, sexual orientation, or the ability of students.					
<b>Comments:</b>					

D = Does not meet expectations.

*Must have an accompanying explanation and recommendation for improvement.*

M = Meets expectations.

E = Exceeds expectations.

NA = Not applicable to this counselor

NO = Not observable indicates standards that are not observable during observations. Counselors may provide evaluator with evidence of meeting these expectations should s/he be requested to do so. At the time of the post observation conference, the NO shall be determined to be a "D", "M", or "E".

*Observable and/or measurable data to support any "D" determination for an indicator:*

*Recommendations for improvement for an indicator – must be observable and/or measurable:*

*Description of how improvement for an indicator will be measured:*

*A Professional Improvement Plan is attached to this observation form when a Counselor does not meet one of the Principles of Effective Teaching..*

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Observer's Signature

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Date

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Counselor's Signature

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Date

*The counselor's signature does not necessarily indicate agreement with the contents of the Observation Report. The counselor has the right to make a written statement within 15 school days after the post-observation conference; said statement shall become part of the Final Evaluation Report. The counselor shall be provided with a copy of the observation form at the post observation meeting.*

