

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
CERTIFICATED EVALUATION AND PROFESSIONAL GROWTH**

NAME: _____ ASSIGNMENT: _____ SCHOOL YEAR: _____

LOCATION: _____ NON-TENURED: _____ TENURED: _____ EVALUATOR: _____

Statement of Purpose

In developing a framework for evaluating certificated employee performance and professional growth, the Ketchikan Gateway Borough School District reaffirms the commitment to excellence that has existed in the District for many years. This process also confirms the strong belief that excellent schools are a direct result of the professionals that work daily with the children of the community. It is the belief that the development of a framework for professional practice will serve the needs of all educators. In the case of a novice teacher, it will promote growth and provide needed guidance for day to day improvement. For the veteran educator, the framework will provide the collegiality and support needed to constantly improve and refine one's practice. In all cases the framework provides a common set of core teaching standards that give focus to the evaluation process and professional growth. *Elements and standards have been developed using professional standards for school counselors.*

Rating System

Exemplary/Proficient means the school professional consistently demonstrated those skills and behavior during the evaluation cycle.

Developing means the school professional is satisfactorily working to develop those skills and behaviors required to be proficient/mastery.

Unsatisfactory means the school professional consistently failed to demonstrate those skills and behavior during the evaluation cycle. *A Targeted Plan For Improvement is required for standards that are unsatisfactory.*

Acceptable professional evaluation is not a guarantee of future employment with the district.

SUMMATIVE EVALUATION ON EACH STANDARD

Rating scale= Exemplary 3, Proficient 2, Developing 1, Unsatisfactory 0

<p>STANDARD 1 10 Elements total possible = 30 <u>Exemplary</u> = 25-30, no unsatisfactory ratings. ___x3 = ___ <u>Proficient</u> = 19-25, no unsatisfactory ratings. ___x2 = ___ <u>Developing</u> = 10-18, one unsatisfactory rating. ___x1 = ___ <u>Unsatisfactory</u> = less than 10, 2 unsatisfactory ratings. Total _____</p>	<p>STANDARD 2 4 Elements total possible 12 <u>Exemplary</u> = 10-12, no unsatisfactory ratings. ___x3 = ___ <u>Proficient</u> = 7-9, no unsatisfactory ratings. ___x2 = ___ <u>Developing</u> = 4-6, one unsatisfactory rating. ___x1 = ___ <u>Unsatisfactory</u> = less than 4, 2 unsatisfactory ratings. Total _____</p>
<p>STANDARD 3 3 Elements total possible 9 <u>Exemplary</u> = 8-9, no unsatisfactory ratings. ___x3 = ___ <u>Proficient</u> = 5-7, no unsatisfactory ratings. ___x2 = ___ <u>Developing</u> = 3-4, one unsatisfactory rating. ___x1 = ___ <u>Unsatisfactory</u> = less than 4, 2 unsatisfactory ratings. Total _____</p>	<p>STANDARD 4 6 Elements total possible 18 <u>Exemplary</u> = 15-18, no unsatisfactory ratings. ___x3 = ___ <u>Proficient</u> = 11-14, no unsatisfactory ratings. ___x2 = ___ <u>Developing</u> = 6-10, one unsatisfactory rating. ___x1 = ___ <u>Unsatisfactory</u> = less than 5, 2 unsatisfactory ratings. Total _____</p>

EVALUATOR'S RECOMMENDATION:	No recommendation at this time: _____	Recommend continued employment: _____
	Recommend continued employment with Targeted Plan For Improvement: _____	Recommend non-renewal continued employment: _____

 Date: _____ Date: _____
 Evaluator's Signature Employee's Signature

Signature indicates the employee has seen the evaluation and the administrator has conferenced with the employee regarding the evaluation. Signature is required but does not necessarily indicate agreement with the evaluation. Employees may attach written comments to the evaluation within 72 hours of receipt of the evaluation. Evaluation becomes final after 24 hours from signature.

**KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
COUNSELOR SUMMATIVE EVALUATION DOCUMENT**

STANDARD 1: SUPPORTS ALL STUDENTS AND STAFF

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1a: Ensures all students are engaged in a system of support designed for learning and academic success.	Counselor displays little effort and no knowledge in engaging students in learning and academic success.	Counselor displays some effort and knowledge in engaging students in learning and academic success.	Counselor displays effort and comprehensive knowledge in engaging students in learning and academic success.	Counselor displays a systemic effort and extensive knowledge in engaging students in learning and academic success.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1.b: Advocates for educational opportunity, equity and access for all students.	Counselor does not work directly with students to advocate educational opportunities, equity and access.	Counselor displays limited effort in work directly with students to advocate educational opportunities, equity and access.	Counselor works directly with students to advocate educational opportunities, equity and access.	Counselor seeks out and systemically works directly with all students to advocate educational opportunities, equity and access.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1c: Assists students and parents interpret standardized tests and measurements of student progress.	Counselor fails to provide parents with an opportunity to interpret standardized tests and measurements or student progress. Counselor does not work with students and parents.	Counselor displays limited effort in providing parents with an opportunity to interpret standardized tests and measurements or student progress. Counselor has limited and selective work with students and parents.	Counselor works with students and parents to provide an opportunity to interpret standardized tests and measurements or student progress.	Counselor ensures that all students and parents are provided with an opportunity to interpret standardized tests and measurements or student progress.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1d: Engages with students. Provides prevention and intervention strategies.	Counselor does not engage with students to identify. Provides no prevention or intervention strategies.	Counselor has limited contact with students. Is not pro-active in prevention or intervention strategies.	Counselor engages with students. Provides prevention or intervention strategies.	Counselor is pro-active engaging students at early stages in prevention and intervention activities/strategies/programs.

COMMENTS:

STANDARD 1: SUPPORTS ALL STUDENTS AND STAFF -CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1e: Respects student values and beliefs and does not impose own personal views.	Counselor shows little respect for student values and beliefs beyond their own.	Counselor is tolerant of student values and beliefs beyond their own.	Counselor shows respect for student values and beliefs beyond their own.	Counselor uses advanced interpersonal skill to show respect for student values and beliefs beyond their own.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1f: Knows the laws, regulations, and policies relating to students and strives to protect and inform students and/or parents regarding their rights.	Counselor does not have an understanding of laws, regulations, and policies relating to students and fails to protect and inform students and/or parents regarding their rights.	Counselor has a limited understanding of laws, regulations, and policies relating to students and shows little interaction to protect and inform students and/or parents regarding their rights.	Counselor understands laws, regulations, and policies relating to students and strives to protect and inform students and/or parents regarding their rights.	Counselor has extensive understanding of laws, regulations, and policies relating to students and has created a systemic process to protect and inform students and/or parents regarding their rights.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1g: Informs students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling/guidance.	Counselor has not designed ways to inform students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling/guidance.	Counselor has limited ways of informing students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling/guidance.	Counselor has designed a process to inform students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling/guidance.	Counselor has designed and implemented a comprehensive process to inform students of the purposes, goals, techniques, and rules of procedure under which they may receive counseling/guidance.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1h: Maintains accurate student counseling records and comprehensive counseling/guidance plans.	Counselor does not maintain accurate student counseling records and comprehensive counseling/guidance plans.	Counselor sporadically maintains accurate student counseling records and comprehensive counseling/guidance plans.	Counselor maintains accurate student counseling records and comprehensive counseling/guidance plans.	Counselor has implemented a systemic process to maintain accurate student counseling records and comprehensive counseling/guidance plans.

COMMENTS:

STANDARD 1: SUPPORTS ALL STUDENTS AND STAFF -CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
1i: At the high school. Helps students develop career goals, post-secondary education goals, and helps with admissions and scholarships.	Counselor provides little or no help to students developing career goals, post- secondary education goals, and help with admissions and scholarships.	Counselor provides limited and unorganized help to students developing career goals, post- secondary education goals, and help with admissions and scholarships.	Counselor provides help to students developing career goals, post-secondary education goals, and helps with admissions and scholarships.	Counselor seeks out students to make sure all students are provided help developing career goals, post- secondary education goals, and help with admissions and scholarships.

COMMENTS:

ELEMENT	UNSATISFACTORY	BASIC LEVEL 1	PROFICIENT LEVEL 2	EXEMPLARY LEVEL 3
1j: Maintains current and comprehensive knowledge of the curriculum, student characteristics, and instructional needs.	Counselor shows no evidence of current and comprehensive knowledge of curriculum, student characteristics, and instructional needs.	Counselor has limited knowledge of current and comprehensive curriculum, student characteristics, and instructional needs.	Counselor stays abreast of current and comprehensive knowledge of the curriculum, student characteristics, and instructional needs.	Counselor fully engages with other professionals and participates fully in professional development to help develop current and comprehensive curriculum, and to understand student characteristics, and instructional needs.

COMMENTS:

STANDARD 2: ENVIRONMENT

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2a: Creates and organizes the physical environment to welcome and engage students and staff.	Physical environment is not organized to engage and welcome students and staff.	Some aspects of the physical environment are organized to engage and welcome students and staff.	The physical environment is organized to engage and welcome students and staff.	Extensive organization of the physical environment has been achieved to engage and welcome students and staff.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2b: Establishes a climate that promotes fairness and mutual respect.	Negativity, insensitivity, sarcasm, and put-downs characterize interactions both between counselor and teachers/students.	Attempts to create a climate free of negativity, insensitivity, sarcasm, and put-downs.	Civility and respect characterize interactions between counselor and teachers/students.	Relationships are defined by high levels of respect and sensitivity.

COMMENTS:

STANDARD 2: ENVIRONMENT-CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2c: Establishes and maintains high standards for student behavior.	There is no evidence that standards of conduct have been established, and little or no monitoring of student behavior. Response to student behavior is ineffective.	An effort has been made to establish standards of conduct for students. Counselor tries, with uneven results, to monitor student behavior and respond to student behavior.	Standards for conduct are clear, student behavior is monitored against these standards and response to behavior is appropriate, dignified, and effective.	Standards for conduct are clearly defined and posted. Counselor's response to behavior is subtle and sensitive. Counselor participates in promoting appropriate student behavior school wide.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2d: Encourages flexible access to counseling programs and services.	Shows no effort that encourages flexible access to counseling programs and services	Shows little effort that encourages flexible access to counseling programs and services	Provides and encourages flexible access to counseling programs and services	Provides, encourages, and promotes flexible access to counseling programs and services

COMMENTS:

STANDARD 3: RESPONSIVE TO PARENTS/GUARDIANS

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
3a: Respects the rights and responsibilities of parent/guardians for their children and strives to establish, as appropriate, a collaborative relationship with parents/guardians.	Lacks respect for the rights and responsibilities of parent/guardians for their children and fails to establish, as appropriate, a collaborative relationship with parents/guardians.	Shows little respect for the rights and responsibilities of parent/guardians for their children and fails to establish, as appropriate, a collaborative relationship with parents/guardians.	Respects the rights and responsibilities of parent/guardians for their children and strives to establish, as appropriate, a collaborative relationship with parents/guardians.	Has developed high levels of interaction with parents/guardians that demonstrates respect for their rights and responsibilities. Strives to establish, as appropriate, an ongoing and collaborative relationship with parents/guardians.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
3b: Respects confidentiality of parents/guardians.	Breaks the confidentiality of parents/guardians.	Understands the importance of confidentiality but does not always respect and protect the confidentiality of parents/guardians.	Understands the importance of confidentiality and always respects and protects the confidentiality of parents/guardians.	Has established a trusting relationship with parents/guardians that promotes the importance of confidentiality and always respects and protects the confidentiality of parents/guardians.

COMMENTS:

STANDARD 3: RESPONSIVE TO PARENTS/GUARDIANS-CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
3c: Provides parents/guardians with accurate, comprehensive and relevant information in an objective caring way.	Fails to provide parents/guardians with accurate, comprehensive and relevant information in an objective caring way.	Has not developed consistent ways of providing parents/guardians with accurate, comprehensive and relevant information in an objective caring way.	Provides parents/guardians with accurate, comprehensive and relevant information in an objective caring way.	Has developed systemic processes to provide parents/guardians with accurate, comprehensive and relevant information in an objective caring way.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4a: Reflecting on counseling and guidance services.	Does not accurately assess the effectiveness of the programs, and has no ideas about how to improve services.	Provides a partially accurate and objective description of the counseling and guidance services, but does not cite specific evidence. Makes only general suggestions as to how the counseling and guidance services might be improved.	Provides accurate and objective description of the counseling and guidance services. Makes general suggestions as to how the counseling and guidance services might be improved.	Reflection on services is thoughtful and accurate, citing specific evidence. Counselor draws on an extensive repertoire to constantly improve counseling and guidance services.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4b: Works to ensure implementation of school and district goals.	Does not participate in the implementation of school and district goals.	Participation in the implementation of school and district goals is limited.	Participates in the implementation of school and district goals.	Fully participates in the implementation of school and district goals. Understands goals and participates in the development of goals.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4c: Participates in the professional community.	Avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Participates actively in the professional community, and in school and district events and projects. Maintains positive and productive relationships with colleagues.	Makes a substantial contribution to the professional community, to school and district events and projects. Assumes a leadership role among the faculty.

COMMENTS:

STANDARD 4 – PROFESSIONAL RESPONSIBILITIES - CONTINUED

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4d: Growing and developing professionally.	Does not participate in professional development activities and makes no effort to share knowledge with colleagues. Is resistant to feedback from supervisors or colleagues.	Participates in convenient or required professional development activities, and makes limited contributions to the profession. Accepts, with reluctance, feedback from supervisors or colleagues	Seeks out opportunities for professional development based on an individual need or interest and actively shares expertise with others. Welcomes feedback from supervisors or colleagues.	Actively pursues professional development opportunities, and initiates activities to contribute to the profession. Seeks out feedback from supervisors and colleagues.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4e: Demonstrating professionalism.	Has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Fails to comply with school and district regulations and timelines.	Is honest and well-intentioned in serving students and contributing to decisions in the school, but attempts to serve students are limited. Complies minimally with school district regulations and timelines.	Displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school district regulations and timelines.	Maintains and models the highest ethical standards to ensure district regulations and timelines are followed and that all students and colleagues are honored.

COMMENTS:

ELEMENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
4f: Advocates for all students.	Fails to advocate for students.	Advocates for students when asked. Is selective in advocating for students.	Advocates for all students.	Advocates for all students. Seeks out students to ensure they have a voice and needs are being met.

COMMENTS: