

**Oakfield-Alabama Central School
Walk-Through Observation Record
School Counselors**

Counselor

Observer

Date of Observation

Subject Area

1a	1c	2a	2c	2d	3a	3b	3c	3d	3e	4a	4c	4f	Total

1a: Demonstrating Knowledge of Counseling Theory and Techniques

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Additional Evaluator Comments:			

1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling 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.
Additional Evaluator Comments:			

2a: The Environment			
Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
Additional Evaluator Comments:			

2c: Managing Routines and Procedures			
Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Additional Evaluator Comments:			

2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School			
Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Additional Evaluator Comments:			

3a: Assessing Student Needs

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Additional Evaluator Comments:			

3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Student Needs

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social and career plans.
Additional Evaluator Comments:			

3c: Using Counseling Techniques in Individuals and Classroom Programs

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Additional Evaluator Comments:			

3d: Brokering Resources to Meet Needs

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Additional Evaluator Comments:			

3e: Demonstrating Flexibility and Responsiveness

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.
Additional Evaluator Comments:			

4a: Reflecting on Practice

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor'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.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Additional Evaluator Comments:			

4c: Communicating with Families

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Additional Evaluator Comments:			

4f: Showing Professionalism

Ineffective (0-1 pts.)	Developing (2 pts.)	Effective (3 pts.)	Highly Effective (4 pts.)
Counselor displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor 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.
Additional Evaluator Comments:			

Counselors: Please return one signed copy to your evaluator. Keep one copy for your records.

Counselor Signature	Date	Administrator Signature	Date