

Bloomington District 87 Professional Appraisal System

Form A: Pre-Observation Conversation for School Counselors

Specialist:
Grade Level(s):
Observer:

School:
Subject(s):
Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Counseling Theory and Techniques	4a - Maintaining and Submitting Records	2a - Establishing an Environment of Respect and Rapport	3a - Assessing and Communicating Student Needs
1b - Demonstrating Knowledge of Child/Adolescent Development	4b - Communicating with Families	2b - Establishing a Culture for Productive Communication	3b - Counseling Individuals and Groups
1c - Establishing Appropriate Program Goals	4c - Participating in a Professional Community	2c - Managing Routines and Procedures	3c - Brokering Resources to Meet Student Needs
1d - Planning the Counseling Program	4d - Engaging in Professional Development	2d - Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan for Program Evaluation	4e - Showing Professionalism		

Questions for Discussion between Specialist and Evaluator:

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c, & 1e)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1a, 1b, & 1e)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (2a & 2d)
5. During the observation I will be collecting evidence about your interactions, directions, procedures, explanations, transitions, and closure with students. What specific information would you like me to collect about your communication with students? (2a & 3a)
6. How do you differentiate to address the needs of students? (1d, 3a, 3c, & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1d & 3a)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (3d & 4c)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d & 4b)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

Bloomington Public School District 87 Professional Appraisal System
Form B: Conference Reflection for Specialists

Specialist _____ School(s) _____

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?

a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)

b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)

2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?

3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?

5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

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Form C: Informal Observation for School Counselors

Specialist: _____ Date/Time: _____

Evaluator: _____ Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Counseling Theory and Techniques 1b - Demonstrating Knowledge of Child/Adolescent Development 1c - Establishing Appropriate Program Goals 1d - Planning the Counseling Program 1e - Developing a Plan for Program Evaluation	4a - Maintaining and Submitting Records 4b - Communicating with Families 4c - Participating in a Professional Community 4d - Engaging in Professional Development 4e - Showing Professionalism	2a - Establishing an Environment of Respect and Rapport 2b - Establishing a Culture for Productive Communication 2c - Managing Routines and Procedures 2d - Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	3a - Assessing and Communicating Student Needs 3b - Counseling Individuals and Groups 3c - Brokering Resources to Meet Student Needs 3d - Demonstrating Flexibility and Responsiveness

Time	Actions & Statements/Questions by Specialist & Students	Component

Bloomington Public School District 87 Professional Appraisal System

Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

Observation dates included in the basis of this summative evaluation:
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 2 – The Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)

We have conducted a conversation on the rubrics. The specialist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.

Specialist Signature: _____

Date: _____

Signature indicates only that the Specialist has read and understands the evaluation.

Evaluator Signature: _____

Date: _____

Bloomington Public School District 87 Professional Appraisal System Form E: Individual Growth Plan Self-Assessment for School Counselors

Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:

<i>Strengths</i>	<i>Domains/Components</i>	<i>Growth Opportunities</i>
	<p>Domain 1: Planning and Preparation</p> <p>1a - Demonstrating Knowledge of Counseling Theory and Techniques</p> <p>1b - Demonstrating Knowledge of Child/Adolescent Development</p> <p>1c - Establishing Appropriate Program Goals</p> <p>1d - Planning the Counseling Program</p> <p>1e - Developing a Plan for Program Evaluation</p>	
Next Steps:		
	<p>Domain 2 - The Environment</p> <p>2a - Establishing an Environment of Respect and Rapport</p> <p>2b - Establishing a Culture for Productive Communication</p> <p>2c - Managing Routines and Procedures</p> <p>2d - Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School</p>	
Next Steps:		

<i>Strengths</i>	<i>Domains/Components</i>	<i>Growth Opportunities</i>
	<p>Domain 3 - Delivery of Service</p> <p>3a - Assessing and Communicating Student Needs</p> <p>3b - Counseling Individuals and Groups</p> <p>3c - Brokering Resources to Meet Student Needs</p> <p>3d - Demonstrating Flexibility and Responsiveness</p>	
<p>Next Steps:</p>		
	<p>Domain 4: Professional Responsibilities</p> <p>4a - Maintaining and Submitting Records</p> <p>4b - Communicating with Families</p> <p>4c - Participating in a Professional Community</p> <p>4d - Engaging in Professional Development</p> <p>4e - Showing Professionalism</p>	
<p>Next Steps:</p>		

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Form F: Individual Growth Plan Goal

Directions: Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

Individual Growth Plan Goal Criteria		
S	Specific Standards-Based	<ul style="list-style-type: none"> • Is the goal clearly focused on what is to be accomplished? • Why is this important? • Is it based on the <i>Framework for School Counselors</i> practice?
M	Measurable	<ul style="list-style-type: none"> • Can this goal be measured? • Will I be able to collect evidence of achievement? • Is this goal based upon multiple sources of data?
A	Aligned and Attainable	<ul style="list-style-type: none"> • Is this goal aligned to district and school improvement goals? • Will resources be available to achieve this goal?
R	Relevant	<ul style="list-style-type: none"> • How will this goal enhance teaching/professional practice/craft? • How will this goal enhance learning opportunities for students?
T	Time Bound	<ul style="list-style-type: none"> • Can this goal be attained within the required timeframe?

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 (**WHEN**), the 6th Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) “high interest” Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

My Individual Growth Plan Goal (include when, what, who, and data source):

Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for School Counselors

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for School Counselors Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan.)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

I have reviewed the above Individual Goal Action Plan:

Specialist's Signature: _____

Date: _____

Evaluator: _____

Date: _____

**If Tenured, mark if this is a Collaborative Plan: _____ Yes _____ No If yes, list colleague: _____*

Bloomington Public School District 87 Professional Appraisal System

Form H: Professional Development Plan for Specialists

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

PDP Priorities:

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

PDP Initial Signatures:

Evaluator:		Specialist:	
Date:		Date:	

PDP Review Section:

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

PDP Review Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Specialist completion of Professional Development Plan:

Yes, the PDP was completed No, the PDP was not completed

PDP Completion Signatures:

Evaluator:		Specialist:	
Date:		Date:	

Bloomington Public School District 87 Professional Appraisal System
Form I: Framework for School Counselors Rubric Domains 1-4

Name: _____ Building: _____
Date of Observation: _____ Evaluator: _____

The Bloomington Public School District Framework for Teaching Rubric is contained on the following pages. *A Framework for School Counselors At-A-Glance* is provided in the Resource Guides section of this document.

Signature: _____
Course: _____
Class/Period: _____

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for School Counselors:
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
1a Demonstrating knowledge of counseling theory and techniques	The School Counselor demonstrates little or no understanding of counseling theory and techniques.	The School Counselor demonstrates basic understanding of counseling theory and techniques.	The School Counselor demonstrates understanding of counseling theory and techniques.	The School Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	The School Counselor displays little or knowledge of child and adolescent development. The School Counselor does not consider student personal, environmental, or experiential needs when providing services.	The School Counselor displays partial knowledge of child and adolescent development. The School Counselor indicates the importance of understanding factors when providing services.	The School Counselor 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, the School Counselor displays knowledge to the extent of which individual students follow the general patterns. The School Counselor thoroughly considers and applies environmental factors that have bearing on any individual student's development.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	The School Counselor has no clear goals for the counseling program or has goals that are inappropriate to either the situation or the age of the students. The School Counselor demonstrates no knowledge of state and federal regulations pertaining to counseling.	The School Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. The School Counselor demonstrates partial knowledge of state and federal regulations pertaining to counseling.	The School Counselor's goals for the counseling program are clear and appropriate to the school, the environment, and the students. The School Counselor is knowledgeable of state and federal regulations pertaining to counseling.	The School Counselor's goals for the counseling program are highly appropriate to the school and to the age of the students and have been developed following consultations with students, parents, and colleagues. The School Counselor is well versed in state and federal regulations pertaining to counseling.
1d. Planning the counseling program	The School Counselor's plan lacks coherence and is developed without input from stakeholders or without inclusion of individual, school, and district needs.	The School Counselor's plan contains guiding principles but is not consistent with individual, school, and district goals. The School Counselor seeks minimal input from stakeholders.	The School Counselor coordinates knowledge of both resources and students in the creation of a counseling plan that ensures progress towards the individual, school, and district goals. The School Counselor consistently engages in collaborative planning with all stakeholders in this process.	The School Counselor's knowledge of resources is extensive, including those available through the school or district and in the community. The School Counselor has a deep understanding of student needs and the best practice as to meeting those needs. The School Counselor identifies all stakeholders, ensuring collaboration with them when designing a program of services. The School Counselor's plan is highly coherent, reflects input from

				stakeholders, and creatively addresses a wide spectrum of individual, school, and district needs.
1e: Developing a plan to evaluate the counseling program	The School Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	The School Counselor has a rudimentary plan to evaluate the counseling program. The plan has no provision for the inclusion of input from others or the collection of data designed to assess the degree to which the goals have been met.	The School Counselor's plan to evaluate the program involves all stakeholders. The plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	The School Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 1 Planning and Preparation Documentation:

Domain 1 Planning and Preparation Strengths:

Domain 1 Planning and Preparation Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 2 for School Counselors: *The Environment*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
2a Establishing an environment of respect and rapport	The School Counselor does not create a safe and inviting environment. Interactions between the School Counselor and school personnel, students, and families are negative, inappropriate or insensitive to cultural backgrounds. The counseling environment is characterized by sarcasm, put-downs, or conflict.	The School Counselor creates an environment that is safe, accessible, and inviting, with interactions between the School Counselor and school personnel, students, and families being generally appropriate and free from conflict. The School Counselor may display occasional insensitivity or lack of responsiveness to cultural or developmental differences.	The School Counselor creates an environment that is safe, accessible, and inviting, deigned to appeal to the population served. Interactions between the School Counselor and school personnel, students, and families are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental characteristics of the population served.	The School Counselor creates an environment that is always safe, accessible, and inviting, reflecting sensitivity to the cultural and developmental characteristics of the population. The School Counselor teaches students how to engage in positive interactions. Students seek out the School Counselor, reflecting a high degree of comfort and trust in the relationship.
2b Establishing a culture for productive communication	The School Counselor makes no attempt to establish a culture for productive communication in the school as a whole. The School Counselor neither initiates communication nor responds to communication from others.	The School Counselor attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers. Attempts are partially successful.	The School Counselor promotes a culture throughout the school for productive and respectful communication between and among teachers and students.	The School Counselor facilitates strategies and approaches for productive and respectful communication between and among students and teachers. The School Counselor addresses individually unproductive communication issues between teachers and students.
2c Managing routines and procedures	The School Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. The School Counselor is unable to prioritize time-sensitive tasks. The School Counselor does not have an organized plan to address emergencies.	The School Counselor has rudimentary and partially successful routines for the counseling center or classroom. The School Counselor is inconsistent in prioritizing tasks. The School Counselor has a rudimentary plan for handling emergencies.	The School Counselor's routines for the counseling center or classroom work effectively. The School Counselor consistently prioritizes tasks and has a defined plan to handle emergencies.	The School Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them. The School Counselor prioritizes all tasks. The School Counselor develops and communicates an emergency response plan collaboratively with all stakeholders.
2d Establishing standards of conduct and contributing to the culture for student behavior throughout the school	The School Counselor has established no standards of conduct for students during counseling sessions and makes not contribution to maintaining and environment of civility in the school.	The School Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. The School Counselor attempts, with limited success, to contribute to the level of civility in the school.	The School Counselor has established clear standards of conduct for counseling sessions and makes a contribution to fostering an environment of civility in the school.	The School Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. The School Counselor makes a significant contribution to an environment of civility in the school.

Domain 2 Environment Documentation:

Domain 2 Environment Strengths:

Domain 2 Environment Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 3 for School Counselors: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
3a: Assessing and communicating student needs	The School Counselor does not assess behavior or academic student needs, or the assessments result in inaccurate conclusions. The School Counselor does not communicate or collaborate with colleagues to assess student needs.	The School Counselor's assessments of student behavior or academic needs are perfunctory. The School Counselor sporadically communicates with others regarding student needs.	The School Counselor assesses student behavior or academic needs and knows the range of student needs in the school. The School Counselor consistently communicates with colleagues regarding student needs.	The School Counselor conducts detailed and individualized behavior and/or academic assessments of student needs to develop a program plan. The School Counselor is consistently collaborative in the counseling process.
3b: Counseling individuals and groups	The School Counselor's program is independent of identified student needs. The School Counselor has inappropriate counseling techniques to help students acquire skills in decision making, problem solving, and future planning.	The School Counselor's attempts to help students and formulate academic, personal/social, and career plans are partially successful. The School Counselor displays a limited range of counseling techniques to help students acquire skills in decision making, problem solving, and future planning.	The School Counselor helps students formulate academic, personal/social, and career plans. The School Counselor uses a range of counseling techniques to help students acquire decision making and problem solving skills and plan for the future.	The School Counselor helps individual students formulate academic, personal/social, and career plans. The School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making, problem solving, and future planning.
3c: Brokering resources to meet needs	The School Counselor does not make connections with other programs in order to meet student needs. The School Counselor is unaware of resources or does not facilitate referrals for students when necessary. The School Counselor does not serve as an advocate for students.	The School Counselor's efforts to broker services with other programs in the school are partially successful. The School Counselor has a rudimentary understanding of resources and inconsistently makes appropriate referrals. The School Counselor is inconsistent in advocacy for students.	The School Counselor brokers with other programs within the school or district to meet student needs. The School Counselor is fully aware of resources available and consistently makes necessary referrals.	The School Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. The School Counselor is fully aware of resources available and makes the most appropriate referrals based upon the individual student needs on a consistent basis.
3d: Demonstrating flexibility and responsiveness	The School Counselor adheres to the plan or program in spite of evidence of its inadequacy. The School Counselor does not update practice as new developments in the field occur.	The School Counselor makes modest changes in the counseling program when confronted with evidence of the need for change. The School Counselor is somewhat aware of new practices but minimally incorporates them.	The School Counselor makes revisions in the counseling program as needed. The School Counselor incorporates changes in technology, information, best practice, and educational trends into his/her practice.	The School Counselor is continually seeking ways to improve the counseling program, adjusting as dictated by changing needs and assessment data. The School Counselor proposes changes and quickly incorporates new developments that will best serve the needs of students.

Domain 3 Delivery of Services Documentation:

Domain 3 Delivery of Services Strengths:

Domain 3 Delivery of Services Areas of Growth:

Bloomington Public School District 87 Framework for Specialists - Domain 4 for School Counselors: *Professional Responsibilities*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
4a: Maintaining records and submitting them in a timely fashion	The School Counselor's reports, records, and documentation are missing, late, and/or inaccurate, resulting in confusion.	The School Counselor's reports, records, and documentation are generally accurate but occasionally late.	The School Counselor's reports, records, and documentation are accurate and submitted in a timely manner.	The School Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4b: Communicating with families	The School Counselor does not provide information to families about either the counseling program as a whole or individual student.	The School Counselor provides limited information to families about the counseling program and their student.	The School Counselor provides thorough and accurate information to families about the counseling program and their student.	The School Counselor is proactive in providing information to families about their student as well as the counseling program.
4c: Participating in a professional community	The School Counselor's relationships with colleagues are negative or self-serving, and the School Counselor avoids being involved in school and district events and projects. The School Counselor does not support and has no involvement in implementation of the district mission.	The School Counselor's relationships with colleagues are cordial, and the School Counselor participates in school and district events and projects when specifically requested to do so. The School Counselor supports the district mission and is somewhat involved in its implementation.	The School Counselor actively participates in school and district events and projects and maintains positive and productive relationships with colleagues. The School Counselor is supportive of the district mission and is actively engaged in its implementation.	The School Counselor is proactive in maintaining positive and productive relationships with colleagues. The School Counselor assumes a leadership role and makes a substantial contribution to school and district events and projects.
4d: Engaging in professional development	The School Counselor does not participate in professional development even when the need is evident.	The School Counselor's participation in professional development activities is limited to those that are convenient or are required.	The School Counselor seeks out opportunities for professional development based on assessment of need.	The School Counselor actively pursues professional development. The School Counselor makes a substantial contribution to the profession.
4e: Showing professionalism	The School Counselor displays dishonesty in interactions with colleagues, students, and the public. The School Counselor violates principles of confidentiality. The School Counselor does not adhere to governmental regulations.	The School Counselor is honest in interactions with colleagues, students, and the public. The School Counselor does not violate confidentiality. The School Counselor is inconsistent in adherence to government regulations.	The School Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The School Counselor advocates for students when needed. The School Counselor's practice reflects high professional and ethical standards as well as adherence to state and federal regulations.	The School Counselor maintains the highest standards of honesty, integrity, and confidentiality as well as adherence to governmental regulations. The School Counselor advocates for students. The School Counselor takes a leadership role in the area of professionalism with colleagues.

Domain 4 Professional Responsibilities Documentation:

Domain 4 Professional Responsibilities Strengths:

Domain 4 Professional Responsibilities Areas of Growth:

Bloomington Public School District 87 Professional Appraisal System Form J: Formal Observation for School Counselors

Specialist: _____ Date/Time: _____

Evaluator: _____ Subject Area: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Counseling Theory and Techniques	4a - Maintaining and Submitting Records	2a - Establishing an Environment of Respect and Rapport	3a - Assessing and Communicating Student Needs
1b - Demonstrating Knowledge of Child/Adolescent Development	4b - Communicating with Families	2b - Establishing a Culture for Productive Communication	3b - Counseling Individuals and Groups
1c - Establishing Appropriate Program Goals	4c - Participating in a Professional Community	2c - Managing Routines and Procedures	3c - Brokering Resources to Meet Student Needs
1d - Planning the Counseling Program	4d - Engaging in Professional Development	2d - Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan for Program Evaluation	4e - Showing Professionalism		

Time	Actions & Statements/Questions by Specialist & Students	Component