

School District of River Falls

**Staff Evaluation  
and  
Professional  
Growth Process**

*Revised 3/9/09 for use beginning with the 2009-10 school year*

School District of River Falls  
Staff Evaluation and Professional Growth Process

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## INTRODUCTION

During 2004-2005, the Evaluation Committee met to design an evaluation tool with a focus on professional growth and improved learning. The committee reviewed the existing evaluation model, Charlotte Danielson's Framework for Teaching, Wisconsin Standards (Teacher, Pupil Services and Administrators), supervision and evaluation practices from other districts, and developed this system.

We thank the following committee members for their future-focused work to support quality work performance and the continual improvement of teaching and learning in the River Falls School District:

Gary Campbell, Middle School School Counselor  
Rick Cleary, Westside Elementary Special Education Teacher  
Greg Danke, Middle School Principal  
Kim Englund, Westside Elementary Sage Teacher  
Brad Farrier, Director of Academic Services  
Kate Fuller, Rocky Branch Elementary Directed Play Teacher  
Donna Hill, Director, of Personnel (Chair)  
Cliff Johnson, Rocky Branch Special Education Teacher  
Mike Johnson, High School Assistant Principal, Academics  
Morena Kelly, Greenwood Elementary Title Teacher  
Jenny Luedtke, Middle School Social Studies Teacher  
Tara Martini, High School English Teacher  
Carole Mottaz, Renaissance Academy Teacher/Coordinator  
Larry Westrum, Westside Elementary Principal  
John Witt, Middle School Math Teacher

## PURPOSE

The River Falls School District is dedicated to the improvement of student learning. We believe that the evaluation of educators should be a dynamic, career long process. High quality teaching through the use of best professional practices is the most effective way to maximize the learning of each student. Implementation of best professional practices requires continual teacher growth, learning, and targeted change. Successful teachers communicate their passion for learning to their students, colleagues, parents and community partners. The beneficiaries are our students who receive current, state of the art instruction taught by caring, thoughtful, reflective practitioners. They are also the educators themselves who enjoy the constructive honing of their skills.

There are four primary objectives an evaluation tool or process should accomplish. They include:

1. improving instruction,
2. promoting professional growth,
3. ensuring accountability, and
4. assisting in employment decisions.

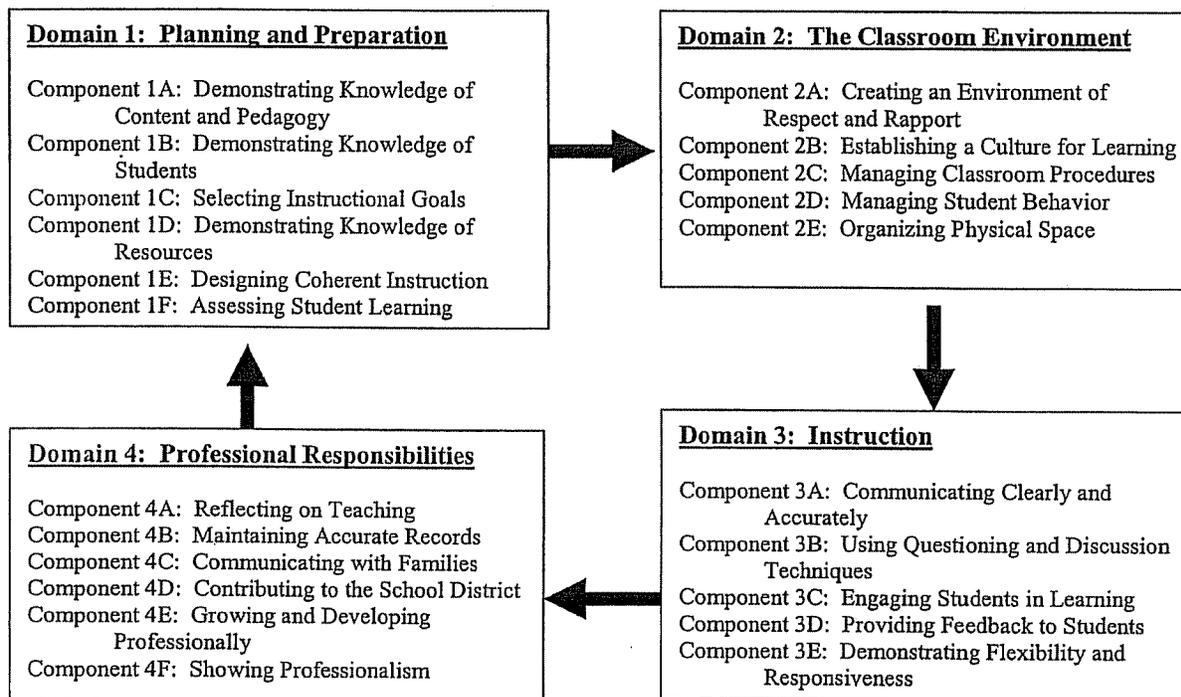
With these objectives in mind, a process has been developed which incorporates these components. The Charlotte Danielson model has been aligned with the 10 Wisconsin Teaching Standards and a format has been created that focuses on four areas or domains. These domains include the following:

1. planning and preparation,
2. classroom environment,
3. instruction, and
4. professional responsibilities.

Wisconsin Teacher Standards	Danielson's Framework Components
<p><b>1. <u>Teachers know the subjects they are teaching.</u></b> The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or the teacher and can create learning experiences that make aspects of subject matter meaningful for pupils</p>	<p>(1a) Demonstrates knowledge of content &amp; pedagogy  (1c) Selecting instructional goals  (1c) Designs coherent instruction  (3c) Engages students in learning</p>
<p><b>2. <u>Teachers know how children grow.</u></b> The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and person development.</p>	<p>(1b) Demonstrates knowledge of students  (1c) Selects instructional goals  (1f) Assesses student learning  (3b) Uses Questioning and discussion techniques  (3c) Engages student in learning</p>
<p><b>3. <u>Teachers understand that children learn differently.</u></b> The teacher understands how pupils differ in their approaches to learning and barriers that impeded learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.</p>	<p>(1b) Demonstrates knowledge of students  (1c) Selecting instructional goals  (1e) Designs coherent instruction  (2a) Creates environments of respect and rapport  (2b) Establishes a culture of learning  (3b) Uses Questioning and discussion techniques  (3c) Engages student in learning  (3d) Provides feedback for students  (3e) Demonstrates flexibility and responsiveness</p>
<p><b>4. <u>Teachers know how to teach.</u></b> The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking skills, problem solving, and performance skills.</p>	<p>(1d) Demonstrates knowledge of resources  (1e) Designs coherent instruction  (3b) Uses Questioning and discussion techniques  (3c) Engages student in learning  (3d) Provides feedback for students  (3e) Demonstrates flexibility and responsiveness</p>
<p><b>5. <u>Teachers know how to manage a classroom.</u></b> The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.</p>	<p>(1b) Demonstrates knowledge of students  (2a) Creates environments of respect and rapport  (2b) Establishes a culture of learning  (2c) Manages classroom procedures  (2d) Manages student behaviors  (2e) Organize physical space  (3b) Uses Questioning and discussion techniques  (3c) Engages student in learning</p>
<p><b>6. <u>Teachers communicate well.</u></b> The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom..</p>	<p>(2a) Creates environments of respect and rapport  (3a) Communicates clearly and accurately  (3b) Uses questioning and discussion techniques  (3c) Engages student in learning</p>
<p><b>7. <u>Teachers are able to plan different kinds of lessons.</u></b> The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.</p>	<p>(1a) Demonstrates knowledge of content &amp; pedagogy  (1b) Demonstrates knowledge of students  (1c) Selecting instructional goals  (1d) Demonstrates knowledge of resources  (1e) Designs coherent instruction  (2b) Establishes a culture of learning  (3c) Engages student in learning  (3e) Demonstrates flexibility and responsiveness</p>

Wisconsin Teacher Standards	Danielson's Framework Components
<p><b>8. <u>Teachers know how to test for student progress.</u></b> The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.</p>	<p>(1b) Demonstrates knowledge of students            (1f) Assesses student learning            (3d) Provides feedback for students            (3e) Demonstrates flexibility and responsiveness            (4a) Reflects on teaching            (4b) Maintains accurate records            (4c) Communicates with families</p>
<p><b>9. <u>Teachers are able to evaluate themselves.</u></b> The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.</p>	<p>(4a) Reflects on teaching            (4d) Contributes to the school and district            (4e) Grows and develops professionally</p>
<p><b>10. <u>Teachers are connected with other teachers and the community.</u></b> The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.</p>	<p>(1d) Demonstrates knowledge of resources            (4c) Communicates with families            (4d) Contributes to the school and district            (4f) Shows professionalism</p>

### CHARLOTTE DANIELSON'S MODEL



## **OBSERVATION TIMELINES**

1. Teachers will be observed each of their first 4 years of employment with the School District of River Falls
2. After their first 4 years of employment teachers will be observed on a 3 year cycle unless put on a more frequent cycle at the discretion of the administrator
3. Teachers may be asked to complete a Pre-Observation Worksheet prior to each scheduled observation

### **OBSERVATION OF PROBATIONARY TEACHERS**

1. The first observation is to occur prior to October 15<sup>th</sup>
2. The first observation will be a scheduled observation
3. The first observation will be for a minimum of 30 minutes
4. Teachers hired after October 1 will have the first observation within 6 weeks of date hired
5. One year replacement teachers will follow the same cycle as first year probationary teachers
6. Probationary teachers will be observed a minimum of:
  - 3 times during their first year
  - 2 times during their second year
  - 2 times during their third year
  - additional observations may be requested by the teacher or administrator
7. A post-observation meeting will be held following the first observation and otherwise at the discretion of the administrator or teacher

### **OBSERVATION OF NON-PROBATIONARY TEACHERS**

1. Non-probationary teachers in their 4<sup>th</sup> year of teaching in the district will be observed a minimum of 1 time
2. Non-probationary teachers will be placed on a 3 year cycle following the successful completion of their 4<sup>th</sup> year
3. The observation will be for a minimum of 30 minutes
4. Any teacher moving to a position in a different building will be placed on cycle for observation their first year in that building with at least 1 scheduled observation
5. An administrator's discretion may be used to place a teacher on cycle for observation more frequently

### **SUMMATIVE COMPONENT**

1. The summative component of this evaluation tool is Domain 4 on the Formal Observation Form
2. Domain 4 must be completed a minimum of one time per year for all probationary and non-probationary teachers on cycle for evaluation

**PRE-OBSERVATION WORKSHEET**

Teacher's Name \_\_\_\_\_ Subject/Grade \_\_\_\_\_

Observer's Name \_\_\_\_\_

Your formal observation is scheduled for: \_\_\_\_\_  
Date Starting and Ending Times

**Please complete the following information and submit it to me prior to the scheduled observation. Include a copy of your lesson plan and any additional information you feel would be helpful in this process.**

1. Tell me about the students in the class. How do you become familiar with their interests, cultural backgrounds, etc.? (WI Standards 2, 8; Domain 2)
  
2. Approximately how many of your students have been identified as having any of the following special needs and how have you modified your planning and instruction as a result? (WI Standards 2, 3, 7; Domains 1, 2, 3)

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Giftedness           | <input type="checkbox"/> Visual Impairment  |
| <input type="checkbox"/> Learning Disability        | <input type="checkbox"/> Physical Disability  | <input type="checkbox"/> Hearing Impairment |
| <input type="checkbox"/> Developmental Impairment   | <input type="checkbox"/> Emotional Disability | <input type="checkbox"/> 504 Plan           |
| <input type="checkbox"/> Other                      |   |   |

Comments:

3. Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect. (WI Standards 1, 5; Domains 1, 2)
  
4. What are some developmental characteristics you would expect from the age group you teach? (WI Standards 2, 3; Domains 1, 2)

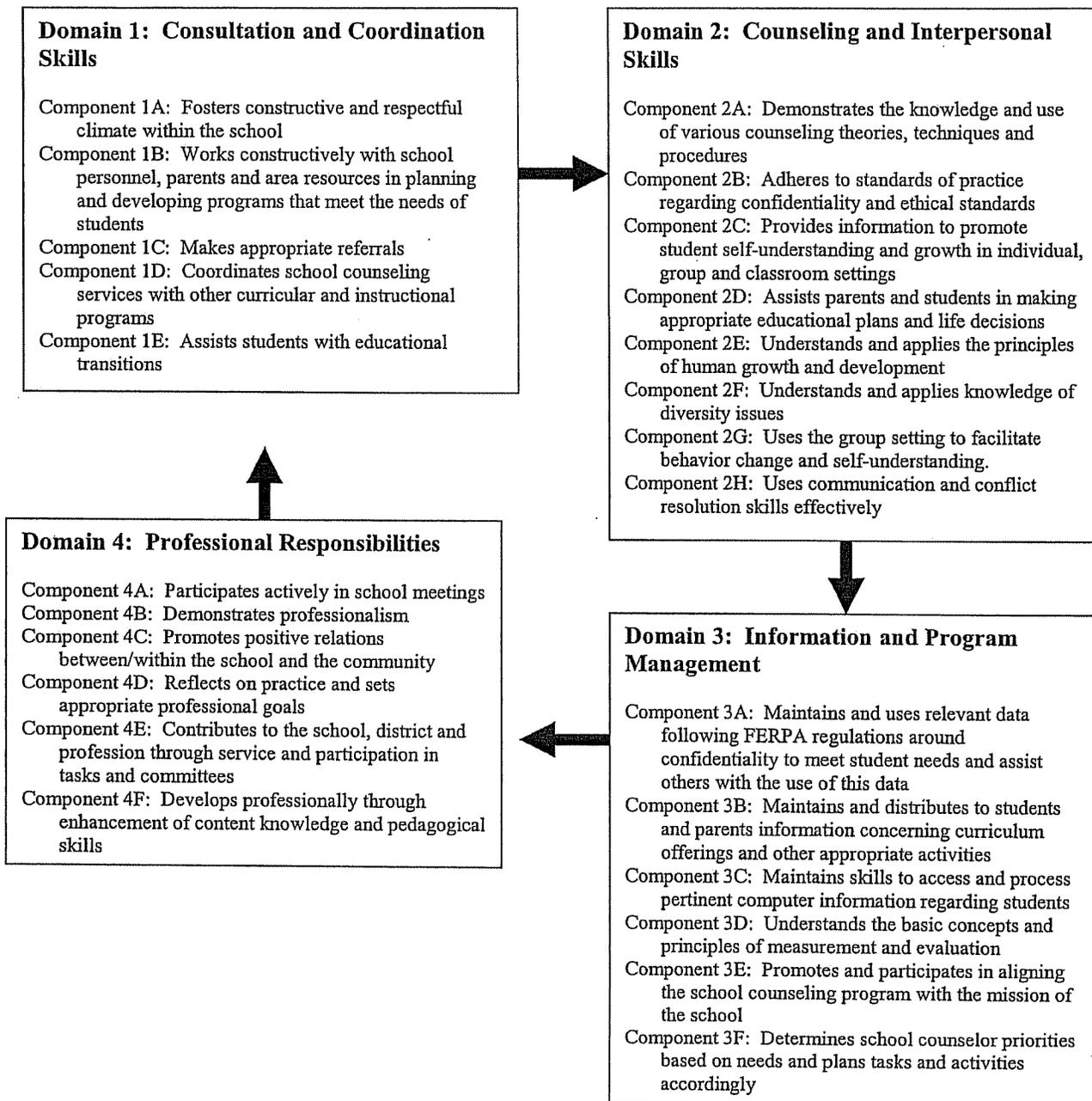


## SCHOOL COUNSELOR OBSERVATION RECORD FORM

Name \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Observer \_\_\_\_\_

Domain 1: Consultation and Coordination Skills	Domain 2: Counseling and Interpersonal Skills	Domain 4: Professional Responsibilities
<p>1A: Fosters constructive and respectful climate within the school</p> <p>1B: Works constructively with school personnel, parents and area resources in planning and developing programs that meet the needs of students</p> <p>1C: Makes appropriate referrals</p> <p>1D: Coordinates school counselor services with other curricular and instructional programs</p> <p>1E: Assists students with educational transitions</p>	<p>2A: Demonstrates the knowledge and use of various school counseling theories, techniques and procedures</p> <p>2B: Adheres to standards of practice regarding confidentiality and ethical standards</p> <p>2C: Provides information to promote student self-understanding and growth in individual, group and classroom settings</p> <p>2D: Assists parents and students in making appropriate educational plans and life decisions</p> <p>2E: Understands and applies the principles of human growth and development</p> <p>2F: Understands and applies knowledge of diversity issues</p> <p>2G: Uses the group setting to facilitate behavior change and self-understanding</p> <p>2H: Uses communication and conflict resolution skills effectively</p>	<p>4A: Participates actively in school meetings</p> <p>4B: Demonstrates professionalism</p> <p>4C: Promotes positive relations between/within the school and the community</p> <p>4D: Reflects on practice and sets appropriate professional goals</p> <p>4E: Contributes to the school, district and profession through service and participation in tasks and committees</p> <p>4F: Develops professionally through enhancement of content knowledge and pedagogical skills</p>

## SCHOOL COUNSELOR COMPONENTS OF PROFESSIONAL PRACTICE



**SCHOOL COUNSELOR**  
**DOMAIN 1: Consultation and Coordination Skills**  
**Level of Performance Rubric**

**SCHOOL COUNSELOR**  
**DOMAIN 1: Consultation and Coordination Skills**

Component	Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT
<b>1a: Fosters Constructive and Respectful Climate Within the School</b>	Counselor demonstrates a pattern of harmful interactions with staff and students.	Counselor is inconsistently involved in enhancing school climate and is unaware of the ways in which he/she is negatively impacting climate.	Counselor is positively engaged in enhancing school climate and is aware of his/her impact on the school's climate.
<b>1b: Works Constructively With Other School Personnel, Parents and Area Resources in Planning and Developing Programs That Meet the Needs of Students</b>	Counselor is conceptually unaware of and unable to articulate the needs of students.	Counselor is moderately aware of and successful at advocating for students.	Counselor works effectively with others in developing resources for students.
<b>1c: Makes Appropriate Referrals</b>	Counselor fails to make referrals when appropriate. Unaware of potential referrals and resources.	Counselor makes appropriate referrals inconsistently. Is aware of and uses district referral list.	Counselor referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services.
<b>1d: Coordinates School Counseling Services With Other Curricular and Instructional Programs</b>	Counselor is ineffective in coordinating programs.	Counselor is inconsistent in coordinating programs.	Counselor works cooperatively to ensure that all students have access to school counseling programs and services.
<b>1e: Assists Students and Staff With Educational Transitions</b>	Counselor is ineffective in setting up and executing transition tasks.	Counselor completes some transition tasks.	Counselor establishes a well-organized, publicized and executed transition program.
			Counselor consistently models a positive attitude and takes on a leadership role in creating opportunities to enhance school climate.
			Counselor initiates programs that address the needs of students.
			Counselor acts as a resource for colleagues making referrals and acts as a liaison to community referral sources.
			Counselor initiates, monitors, and adjusts the delivery of school counseling services to respond to the needs of students and staff.
			Counselor annually reflects upon and plans ways to constructively improve the process.

**SCHOOL COUNSELOR**  
**DOMAIN 2: Counseling and Interpersonal Skills**  
**Level of Performance Rubric**

Component	Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT
2a: Demonstrates the Knowledge and Use of Various Counseling Theories, Techniques and Practices	Counselor displays little knowledge of counseling theories, techniques, and practices.	Counselor displays basic knowledge but cannot make connections between theories, techniques, and practice.	Counselor's work reflects understanding of counseling theories, techniques, and practices.
2b: Adheres to Standards of Practice Regarding Confidentiality and Ethical Conduct	Counselor is unaware of guidelines and violates confidentiality and ethical standards unnecessarily.	Counselor follows guidelines inconsistently.	Counselor communicates guidelines to students, families, and staff and follows them consistently.
2c: Provides Information To Students That Promotes Growth and Self-Understanding Through Individual, Group, and Classroom Settings	Counselor's presentation is poorly organized and/or not developmentally appropriate.	Counselor's presentation is somewhat organized and developmentally appropriate.	Counselor presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.
2d: Assists Parents and Students in Making Appropriate Educational Plans and Life Decisions	Counselor provides minimal information to parents and students and/or fails to respond sensitively to their needs.	Counselor makes modest and inconsistent attempts to engage parents and students.	Counselor's efforts to engage parents and students are frequent and successful.
2e: Understands and Applies the Principles of Human Growth and Development	Counselor displays minimal knowledge of the developmental characteristics of students.	Counselor applies basic knowledge of the developmental characteristics of students.	Counselor's knowledge of developmental characteristics enhances student well-being.
2f: Understands and Applies Knowledge of Diversity Issues	Counselor displays little knowledge of diversity issues and does not indicate that such knowledge is valuable.	Counselor recognizes the value of diversity issues but displays this knowledge inconsistently.	Counselor is consistently sensitive to issues of diversity.
			<b>DISTINGUISHED</b> Counselor demonstrates extensive content knowledge with evidence of continuing pursuit of such knowledge.
			Counselor serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.
			Counselor's presentation encourages students to gain self-understanding based on their individual needs.
			Counselor responds frequently and successfully to parent and student concerns with great sensitivity.
			Counselor demonstrates understanding of developmental characteristics as well as acknowledgement of student uniqueness, and exceptions to patterns.
			Counselor raises an awareness of diversity issues in a variety of settings.

**SCHOOL COUNSELOR**  
**DOMAIN 2: Counseling and Interpersonal Skills**

**SCHOOL COUNSELOR**  
**DOMAIN 2: Counseling and Interpersonal Skills**  
**Level of Performance Rubric**

Component	Level of Performance			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2g: Uses the Group Setting To Facilitate Behavior Change and Self-Understanding	Counselor's lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth.	Counselor inconsistently applies knowledge of group dynamics and students exhibit minimal respect for counselor and group members.	Counselor and group member interactions are friendly and respectful. Counselor's knowledge of group dynamics is evident in the skill development and behavior change in the group.	Counselor's efforts result in group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.
2h: Uses Communication and Conflict Resolution Skills Effectively	Counselor fails to use constructive communication and conflict resolution skills.	Counselor inconsistently uses communication and conflict resolution skills.	Counselor consistently and effectively deescalates conflict situations and improves group dynamics through the use of communication skills.	Counselor is viewed as an example by colleagues and administrators for his/her effective use of communication and conflict resolution skills.

**SCHOOL COUNSELOR**  
**DOMAIN 3: Information and Program Management**  
**Level of Performance Rubric**

**SCHOOL COUNSELOR**  
**DOMAIN 3: Information and Program Management**

Component	Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT
3a: Maintains and Uses Relevant Data Following FERPA Regulations Around Confidentiality To Meet Student Needs and Assist Others With the Use of This Data	Counselor's system of maintaining and using student data is in disarray and counselor is unaware of FERPA regulations.	Counselor's system is rudimentary and poorly organized and FERPA is not followed consistently.	Counselor's system is fully effective and follows FERPA.
3b: Maintains and Distributes To Students and Families Information Concerning Curricular Offerings and Other Appropriate Activities	Counselor is unaware of curricular offerings/resources.	Counselor makes inconsistent attempts to inform families and students.	Counselor is knowledgeable and responsive to needs for information.
3c: Maintains Skills To Access and Process Pertinent Computer Information Regarding Students' Records	Counselor has minimal computer skills and does not access district technology support.	Counselor has adequate computer skills and accesses some district technology support.	Counselor demonstrates proficient computer skills and uses district technology support to further skill development.
3d: Understands the Basic Concepts and Principles of Measurement and Evaluation	Counselor lacks understanding of basic concepts and principles of measurement and evaluation.	Counselor has a basic understanding but has some difficulty explaining the significance of data.	Counselor has a working knowledge of and is able to accurately convey significance of data.
3e: Promotes and Participates in Aligning the School Counseling Program With the Mission of the School	Counselor avoids dialogue and reflection regarding the school counseling program's alignment with the school's mission.	Counselor participates in dialogue and reflection if specifically asked.	Counselor routinely initiates dialogue and reflection with school staff to align the school counseling program with the school's mission.
			Counselor remains current, anticipates needs, and provides relevant information to all concerned.
			Counselor uses skills to train others.
			Counselor serves as a resource to colleagues and uses data to help in assessing school needs.

**SCHOOL COUNSELOR**  
**DOMAIN 3: Information and Program Management**

**SCHOOL COUNSELOR**  
**DOMAIN 3: Information and Program Management**  
**Level of Performance Rubric**

Component	Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT
3f: Determines School Counselor Priorities Based On Needs and Plans Tasks and Activities Accordingly	Counselor fails to identify priorities; tasks and activities are unrelated.	Counselor erratically considers needs in planning tasks and activities.	Counselor consistently prioritizes and connects activities with demonstrated needs.
			<b>DISTINGUISHED</b> Counselor is aware of an prioritizes emerging building needs and assists in developing a proactive plan (to further the school's vision).

**SCHOOL COUNSELOR**  
**DOMAIN 4: Professional Responsibilities**

**SCHOOL COUNSELOR**  
**DOMAIN 4: Professional Responsibilities**  
**Level of Performance Rubric**

Component	Level of Performance		
	UNSATISFACTORY	BASIC	PROFICIENT
4a: Participates Actively in School Meetings	Counselor avoids being involved in school meetings.	Counselor participates in school meetings when specifically asked.	Counselor volunteers to actively participate in school meetings.
4b: Demonstrates Professionalism	Counselor makes decisions based on self-serving interests or lets personal issues affect job performance resulting in unmet student needs.	Counselor demonstrates inconsistent but well-meaning consideration of student, family, and staff needs.	Counselor works as part of a team to ensure that student needs are met.
4c: Promotes Positive Relations Between/Within the School and the Community	Counselor relationships with colleagues and community are negative or self-serving.	Counselor maintains cordial relationships with colleagues and community members.	Counselor's relationships are characterized by support and cooperation.
4d: Reflects on Practice and Sets Appropriate Professional Goals	Counselor is unaware of best practice and does not set appropriate professional goals.	Counselor shows general awareness of best practice and sets minimally appropriate professional goals.	Counselor is aware of and reflects on best practice and sets appropriate professional goals to further development.
4e: Contributes to the School District and Profession Through Service and Participation in Committees/Teams.	Counselor avoids becoming involved.	Counselor participates when specifically asked.	Counselor volunteers and makes a contribution.
4f: Develops Professionally Through Enhancement of Content Knowledge and Pedagogical Skills	Counselor does not engage in professional development.	Counselor participates in professional activities to a limited extent when they are convenient.	Counselor volunteers, participates, makes a significant contribution, and assumes a leadership role.
			Counselor seeks out opportunities for professional development, systematically incorporates that knowledge into practice, and creates opportunities to share knowledge with colleagues.

# SCHOOL COUNSELOR

## FORMAL OBSERVATION FORM

School Counselor's Name: \_\_\_\_\_

Building: \_\_\_\_\_

Assignment: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Status (Check):  Probationary School Counselor  Year 1  Year 2  Year 3  
 Non-Probationary School Counselor Year \_\_\_\_\_

This document represents observation # \_\_\_\_\_ of \_\_\_\_\_. It  includes  does not include a summative evaluation.

Description of Observation:  
\_\_\_\_\_

**Definitions:**

Unsatisfactory—The school counselor does not yet appear to understand the concepts underlying the component.  
Basic—The school counselor appears to understand the concepts underlying the component and attempts to implement their elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.  
Proficient—The school counselor clearly understands the concepts underlying the component and implements them well.  
Distinguished— School counselors at this level are master nurses and make a contribution to the field, both in and outside their school.  
Not Observed—Not applicable for this observation

*Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all*

**Domain 1—Consultation and Coordination Skills:**

1a. Fosters Constructive and Respectful Climate Within the School

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

1b. Works Constructively With School Personnel, Parents and Area Resources in Planning and Developing Programs That Meet the Needs of Students

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

1c. Makes Appropriate Referrals

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

1d. Coordinates Counseling and Guidance Services With Other Curricular and Instructional Programs

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

1e. Assists Students With Educational Transitions

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

School District of River Falls  
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

Definitions:

Unsatisfactory—The school counselor does not yet appear to understand the concepts underlying the component.  
Basic—The school counselor appears to understand the concepts underlying the component and attempts to implement their elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.  
Proficient—The school counselor clearly understands the concepts underlying the component and implements them well.  
Distinguished— School counselors at this level are master nurses and make a contribution to the field, both in and outside their school.  
Not Observed—Not applicable for this observation

*Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all*

**Domain 2—Counseling and Interpersonal Skills:**

2a. Demonstrates the Knowledge and Use of Various Counseling Theories, Techniques and Procedures

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2b. Adheres to Standards of Practice Regarding Confidentiality and Ethical Standards

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2c. Provides Information To Promote Student Self-Understanding and Growth in Individual, Group and Classroom Settings

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2d. Assists Parents and Students in Making Appropriate Educational Plans and Life Decisions

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2e. Understands the Principles of Human Growth and Development

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2f. Understands and Applies Knowledge of Diversity Issues

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

2g. Uses Communication and Conflict Resolution Skills Effectively

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

**Domain 3—Information and Program Management:**

3a. Maintains and Uses Relevant Data Following FERPA Regulations Around Confidentiality To Meet Student Needs and Assist Others With the Use of This Data

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

School District of River Falls  
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

Definitions:

Unsatisfactory—The school counselor does not yet appear to understand the concepts underlying the component.  
Basic—The school counselor appears to understand the concepts underlying the component and attempts to implement their elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.  
Proficient—The school counselor clearly understands the concepts underlying the component and implements them well.  
Distinguished— School counselors at this level are master nurses and make a contribution to the field, both in and outside their school.  
Not Observed—Not applicable for this observation

*Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all*

Comments:  
\_\_\_\_\_

3b. Maintains and Distributes To Students and Parents Information Concerning Curriculum Offerings and Other Appropriate Activities

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

3c. Maintains Skills To Access and Process Pertinent Computer Information Regarding Students

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

3d. Understands the Basic Concepts and Principles of Measurement and Evaluation

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

3e. Promotes and Participates In Aligning the Guidance Program With the Mission of the School

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

3F. Determines Guidance Priorities Based On Needs and Plans Tasks and Activities Accordingly

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

**Domain 4—Professional Responsibilities (SUMMATIVE):**

4a. Participates Actively In School Meetings

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

4b. Demonstrates Professionalism

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:  
\_\_\_\_\_

4c. Promotes Positive Relations Between/Within the School and the Community

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

School District of River Falls  
SCHOOL COUNSELOR FORMAL OBSERVATION FORM

Definitions:

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**Basic**—The school counselor appears to understand the concepts underlying the component and attempts to implement their elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.  
**Proficient**—The school counselor clearly understands the concepts underlying the component and implements them well.  
**Distinguished**— School counselors at this level are master nurses and make a contribution to the field, both in and outside their school.  
**Not Observed**—Not applicable for this observation

*Comments must be included for all competencies rated as unsatisfactory or distinguished, but are encouraged for all*

Comments:

\_\_\_\_\_

4d. Reflects On Practice and Sets Appropriate Professional Goals

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:

\_\_\_\_\_

4e. Contributes To the School, District and Profession Through Service and Participation In Tasks and Committees

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:

\_\_\_\_\_

4f. Develops Professionally Through Enhancement of Content Knowledge and Pedagogical Skills

Unsatisfactory  Basic  Proficient  Distinguished  Not Observed

Comments:

\_\_\_\_\_

**School Counselor's Comments:**

\_\_\_\_\_

**Signatures (merely represents receipt of evaluation):**

\_\_\_\_\_  
School Counselor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Supervisor

\_\_\_\_\_  
Date

**Reminder:** Use data and ask for supporting evidence/artifacts when appropriate.

Discuss at school counselor's and administrator's discretion (otherwise schedule date and time) \_\_\_\_\_

- ♦ Professional Growth Plan (Goals)
- ♦ Professional Development Plan (PDP)

**Other Comments:**

\_\_\_\_\_

## YEARLY PROFESSIONAL GROWTH PLAN GOALS

Teacher \_\_\_\_\_ Building \_\_\_\_\_ Date \_\_\_\_\_

By October 1, develop one or two professional goal(s) that align with components of the evaluation framework and identify teaching standards to be addressed. Plan strategies to achieve and assess success for the school year. Keep one copy and return one to your building principal (by October 1) who will review and discuss the plan with you at the end of the school year.

	Wisconsin Teaching Standard Number	Domain and Component
<b>Professional or Instructional Goals</b>		

**Strategies to Achieve Goals**

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**Assessment Procedures**

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**Reflections**

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## Alternative Options for Teachers Not Scheduled for Formal Observation

Example: Off-cycle years 5 & 6, 8 & 9, etc.

1. Videotape and Analysis of Instruction
  - Plan and develop a lesson that you would like to videotape and analyze
  - Videotape the lessons
  - Complete a written analysis of the lessons
  - Have colleague analyze your videotape (optional)
  - Give video and written analysis to principal for feedback/conference
2. Action Research
  - Teacher may work alone or with group
  - Select an area/topic of educational interest to study (may be from building or district goals, individual goals, building issues/concerns, etc.)
  - Analyze the implications of the topic for your classroom, school and/or district; identify resources needed and establish timeline
  - Collect data over time
  - Share study by completing a written analysis and submit to principal for feedback/conference
3. Teacher Portfolio/Electronic Portfolio
  - Create a baseline description of current practice on selected teaching standard(s)
  - A successful portfolio will include documentation of:
    - a. Efforts – the teacher’s attempts to improve practice (i.e. the portfolio may include a unit the teacher wrote including drafts to show the stages of development)
    - b. Progress – the portfolio should include some convincing evidence that the teacher has grown in the targeted area/skill
    - c. Reflection – the portfolio should include a written analysis of “so what?” and “now what?” pertaining to the documentation provided
  - Portfolio may be shared in a session with your colleagues
  - Portfolio will be submitted to the principal for review and feedback/conference
4. Peer Observation and Reflection
  - Identify coaching partner(s)
  - Choose area for professional growth and development
  - Collaborate with partner(s) at least once per quarter; provide feedback to peer partner
  - Complete written summary and discuss during a conference with principal for review and feedback
5. Reflection Journals
  - Three journals – approximate date: October, February, May
6. Leading District Learning Communities on topics such as Understanding by Design, Differentiated Instruction, Brain-Based Learning, or Innovative Math Instruction
7. 360 Review
8. Other

School District of River Falls

**FAMILY CONTACT LOG**

Teacher/Student Teacher \_\_\_\_\_  
Grade \_\_\_\_\_ Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date	Person Contacted	Type of Contact (person, phone)	Purpose of Contact	Outcome of Contact

**PROFESSIONAL DEVELOPMENT CONTACT LOG**

Teacher/Student Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date(s)	Event Attended (workshop, conference, course)	Benefits Derived

School District of River Falls

### SCHOOL/DISTRICT CONTRIBUTION LOG

Teacher/Student Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date(s)	Event (committee meeting, open house, etc.)	Contribution(s) Made

**CONTRIBUTION TO THE PROFESSION LOG**

Teacher/Student Teacher \_\_\_\_\_ School Year \_\_\_\_\_  
 Grade \_\_\_\_\_ Subject \_\_\_\_\_

Date(s)	Event or Service (conference presentation, mentoring of new teachers, etc.)	Contribution(s) Made

## RESEARCH LOG

Teacher/Student Teacher \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

In the space below, write a question regarding student learning or your teaching that would like to answer.

What information would you need to answer this question?

In the form below, indicate how you could plan to answer this question.

### Action Plan

Step	Action	Timeline
1		
2		
3		
4		

### Summary and Conclusions

If you were able to complete the research project, on a separate piece of paper, indicate:

1. What you have learned from this project
2. What additional questions you have
3. How, if at all, you plan to alter your practice as a result of this project

## Additional Resources

- **Components of Professional Practice** by Professional Development Group of Educational Testing Service (ETS)
- **Enhancing Professional Practice – A Framework for Teaching** by Charlotte Danielson
- **Program Resource Manual – Framework Observation Program** by ETS
- **Teacher Evaluation – To Enhance Professional Practice** by Charlotte Danielson & Thomas L. McGreal

## Supplementary Forms

- Class Profile
- Teaching Profile
- Planning Questions
- Observer Notes
- Reflection Questions
- Feedback Forms