

**DIOCESE OF DAVENPORT
SCHOOLS OFFICE**

COUNSELOR EVALUATION: INDICATORS OF PERFORMANCE

Within each of the five performance areas – Faith Community Member, Counselor, Professional Staff Member, Communicator, Personal Qualifications – are listed criteria on which the evaluation of counselors is based. Each criterion is followed by a list of indicators. The indicators are not intended to be an all inclusive list of possible descriptors of professional behaviors which indicate the criterion has been met. These indicators are provided only for the purpose of helping define the listed criterion. Other types of behaviors not listed as indicators can be considered as evidence to support successful achievement of the stated criterion.

FAITH COMMUNITY MEMBER:

1. Gives evidence of valuing Catholic philosophy of education.
 - a. Articulates a personal philosophy of education which reflects Catholic values and principles.
 - b. Affirms that Catholic schools exist to teach and live the Gospel message of Jesus Christ.
 - c. Strives to contribute to an environment where religious truths and values can be integrated with the rest of life.
2. Contributes to the ongoing building of the school as a faith community.
 - a. Gives time/attention to fostering own adult faith in community.
 - b. Shares adult faith, times of celebration, and times of support-in-need with faculty and students.
3. Demonstrates commitment to the value of personal prayer and participation in community worship.
 - a. Prays and assists students to pray in various forms, e.g., liturgical, individual, formal, spontaneous, contemplative, and expressive prayer.
 - b. Models participation in school liturgies.
4. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
 - a. Participates in school and parish service projects.
 - b. Promotes student participation in such projects.
 - c. Encourages student participation in mission projects and collections.
 - d. Infuses Peace and Justice concepts in appropriate areas of the curriculum.
5. Fosters awareness of multicultural nonsexist issues as justice issues.
 - a. Appropriately infuses multicultural nonsexist concepts into the curriculum.
 - b. Encourages students to examine multicultural nonsexist issues in the contexts of faith and morality.
 - c. Demonstrates personal awareness of the relation of multicultural nonsexist issues to justice through positive attitudes.

COUNSELOR:

1. Serves as a student advocate.
 - a. Establishes a routine which assures availability to students.
 - b. Identifies students in need of assistance and develops a plan to respond to each person's needs.
 - c. Assists students in examining their interests, aptitudes and personal goals as a basis for future planning.
2. Maintains regular contact with administration and faculty concerning current guidance practices and student needs.
 - a. Reports on new directions in guidance which could impact school program and student services.
 - b. Meets on regular basis with administration.

3. Provides recognition to students for accomplishments and progress made.
 - a. Uses written and oral communication to acknowledge accomplishments of individual students.
 - b. Utilizes experiences of success as the foundation on which students can build additional skills for coping with changes or crises.
4. Consults with teachers to gain better understanding of students and to provide interpretation of information relative to them.
 - a. Confers with teacher prior to initiating contact with a student who has been referred by him/her.
 - b. Informs teachers of students with special needs.
 - c. Assists teachers in accumulating and interpreting information regarding a student.
 - d. Provides support to elementary teachers as they plan group guidance classes.
5. Maintains availability to and regular contact with parents to increase awareness of guidance services and to address the particular needs of their children.
 - a. Collaborates with administration and faculty in encouraging frequent contact with parents.
 - b. Helps parents understand the relationship between their child's maturation and the teaching/learning process.
 - c. Provides suggestions to parents regarding their active involvement in implementing a plan to address their child's particular needs.
6. Demonstrates an understanding of the principles of human growth and development.
 - a. Interacts with and responds to students in a manner which is aligned with their stage of development.
 - b. Establishes appropriate rules, expectations, and consequences.
7. Demonstrates knowledge of guidance curriculum and approved guidelines.
 - a. Develops plans based on approved guidelines.
 - b. Includes techniques and materials relevant to the objective.

PROFESSIONAL STAFF MEMBER:

1. Maintains professional standard of ethical behavior.
 - a. Maintains confidentiality about information concerning students, parents, colleagues.
 - b. Maintains ethical relationships with students, parents, colleagues.
 - c. Demonstrates Christian ethics in personal and professional responsibilities.
2. Gives evidence of accountability in fulfilling professional responsibilities.
 - a. Demonstrates ongoing attention to good instruction, with all that it implies.
 - b. Fulfills expectations promptly and completely, in terms of clerical tasks, extracurricular assignments, et cetera.
 - c. Leads students to cooperate in care for the school, its furnishings and equipment, instructional materials, and surrounding property.
 - d. Informs principal promptly of planned or emergency absence.
 - e. Informs administrator(s) about school-related matters.
3. Demonstrates effort to respond to professional evaluation.
 - a. Presents evidence of response to evaluation (i.e. establishment of goals, annual goal statement, etc.)
 - b. Shows improvement in areas targeted for growth.
4. Participates in a program of continuous professional growth.
 - a. Formulates a three-year or five-year plan, showing continuous progress in academic, religious, and/or other areas of growth.
 - b. Follows through on plan.
5. Assumes responsibilities outside the classroom as they relate to the total school program.
 - a. Volunteers for responsibilities outside the classroom.
 - b. Fulfills such responsibilities reliably.

- c. Cooperates with other teachers in sharing responsibilities in times of emergency.
 - d. Is positive in outlook and attitude.
6. Initiates appropriate referrals for the benefit of students.
- a. Seeks principal's and parents' support for appropriate referrals.
 - b. Follows through on referrals for students' academic and social learning needs.
 - c. Cooperates with recommendations from referral agencies.

COMMUNICATOR:

1. Contributes to students' sense of self-worth as Christian persons.
 - a. Affirms, encourages, and compliments students appropriately.
 - b. Treats students with consideration and courtesy.
 - c. Reinforces desired behavior rather than calling attention to undesired behavior.
2. Establishes and maintains positive relationship with administrator.
 - a. Maintains professional attitude toward administrator.
 - b. Cooperates with reasonable requests of administrator.
 - c. Displays willingness to "go the undemanded mile."
 - d. Fulfills administrative requests in a timely manner.
3. Establishes and maintains positive relationships with other staff members.
 - a. Maintains professional attitude toward staff.
 - b. Cooperates with the reasonable requests of staff members in authority.
 - c. Displays willingness to "go the undemanded mile."
 - d. Supports staff members in times of joy and difficulty.
4. Establishes and maintains positive relationships with parents.
 - a. Greets parents by name; displays genuine interest in them as well as in their children.
 - b. Acknowledges that parents are the primary teachers of their children and recognizes their concerns.
 - c. Maintains confidentiality concerning communications from parents.
 - d. Provides for involvement of parents in education of their children.
5. Gives evidence of professional oral and written communications skills.
 - a. Uses correct speech habits.
 - b. Uses correct grammar and spelling in written communication.
 - c. Maintains professional tone/content in written communications.

PERSONAL QUALIFICATIONS:

1. Gives evidence of good health.
 - a. Is seldom absent or impeded from teaching by health problems.
 - b. Fulfills responsibility for supplying report of physical exam when employed and every three years thereafter.
2. Demonstrates emotional stability and self-confidence.
 - a. Maintains reputation for fair, consistent treatment of students without regard to racial/ethnic background, socio-economic status or sex.
 - b. Displays maturity in emotional responses.
 - c. Knows she (he) is professionally competent; avoids extremes of arrogance and of self-deprecation.
 - d. Portrays composure and self-possession in meeting the varied demands of daily teaching.
3. Maintains a professional personal appearance.
 - a. Models good grooming for students in terms of cleanliness and appropriateness of dress, hairstyle, and related matters.