

**CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM**

**CONWAY ANNUAL
SCHOOL COUNSELOR EVALUATION**

2011

ADOPTED 2000-2001

Revised 2003-2004

Revised 2011

**Acknowledgement of original source for the
Conway School District Professional Evaluation System**

Danielson, Charlotte. Enhancing Professional Practice: A Framework for Teaching, 2nd Edition. Copyright © 1996, 2007 2nd edition, by the Association for Supervision and Curriculum Development (ASCD). Adapted with permission.

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CONWAY SCHOOL DISTRICT PROFESSIONAL EVALUATION SYSTEM

COMMITTEE MEMBERS:

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GOALS OF THE PROFESSIONAL SYSTEM:

The Goals of the Conway District Professional Evaluation System are to:

- Improve instruction
- Encourage reflective practice
- Foster professional dialogue between teacher and supervisor
- Provide a mutually understood set of priorities focused on improvement
- Foster continuous improvement and professional growth
- Provide a mechanism for differentiating performance and awarding compensation
- Provide districtwide needs data for providing staff development

THE CONWAY ANNUAL TEACHER EVALUATION FORM (CATE)

At the core of the Professional Evaluation System is the CATE. (See Appendix A) The CATE Form is based on research about teaching and learning, and represents a credible and widely accepted set of criteria associated with effective teaching. The framework and criteria are consistent with the beliefs of the Conway educational community. The CATE instrument has four categories of criteria or domains, relating to teaching performance. They are:

- Planning and Preparation
- The Classroom Environment
- Instruction
- Professional Responsibilities

Rubrics for each domain are found in Appendix B and/or in Enhancing Professional Practice, A Framework for Teaching (2nd edition) by Charlotte Danielson.

The criteria in the instructional domain are weighted double the value of the other criteria to emphasize the critical importance of this domain.

PROCEDURES FOR THE PROFESSIONAL EVALUATION SYSTEM:

A framework for the evaluation process follows, with details and timelines outlined on the **Conway Professional Evaluation System Grid** for teachers at these four levels. All placements are based on annual decisions.

- **Unsatisfactory**

Demonstrates unsatisfactory performance by achieving less than 43 percent

Makes unsatisfactory improvement on annual goals

At risk of nonrenewal

A teacher can remain unsatisfactory for up to 1 year.

- **Basic**

Demonstrates basic performance by achieving 43-59 percent

Makes significant measurable progress toward the achievement of annual goals

Faculty new to the district will typically be at Basic level

A probationary teacher can remain at the Basic level for up to 3 years.

- **Proficient**

Demonstrates proficient performance by achieving 60-84 percent

Makes significant measurable progress toward the achievement of annual goals

This is the expected level of teacher performance for most teachers

- **Distinguished**

Demonstrates distinguished performance by achieving 85-100 percent

Achieves Annual Goals

Assumes additional responsibilities which will impact the professional development of other staff

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE

DATE	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
JUN 15	GOAL CONFERENCE			
JUN 30				
JUL 15				
JUL 30				
AUG 15				
AUG 30				
SEP 15		GOAL CONFERENCE		
SEP 30				
OCT 15	1 OBSERVATION DONE		GOAL CONFERENCE DONE	
OCT 30				
NOV 15				
NOV 30				
DEC 15	NEW EMPLOYEE BASELINE CATE DONE			
DEC 30				
JAN 15				
JAN 30				
FEB 15				
FEB 28				
MAR 15	ALL OBSERVATIONS DONE			
MAR 30	SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE			
APR 15	NOTIFICATION OF NON- RENEWAL BY LAW -----			
APR 30				
MAY 15				
MAY 21			SUMMATIVE EVAL, CATE INDICATING PLACEMENT DONE	

CONWAY PROFESSIONAL EVALUATION SYSTEM TIMELINE 6.28.01

	EVALUATION STEPS	DOCUMENTATION	SCHEDULE
UNSATISFACTORY Less than 43 percent	<p>Review goals derived from identified deficiencies</p> <p>Minimum of 2 formal observations with documentation Minimum of 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of Goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by June 15 of placement year</p> <p>1 observation by October 15 All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
BASIC 43 - 59 percent	<p>Establish goals in conference</p> <p>Minimum of 1 formal observation and 2 informal observations with documentation</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate observation forms</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by September 15</p> <p>At least 1 observation by October 15. All observations complete by March 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by March 30</p> <p>Non renewal notification by April 15</p>
PROFICIENT 60 - 84 percent	<p>Establish goals in conference</p> <p>Formal and informal observations of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence file</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>
DISTINGUISHED 85 - 100 percent	<p>Establish goals in conference</p> <p>Formal and informal observation of classroom and other professional responsibilities as determined in goals conference</p> <p>Summative evaluation</p>	<p>Statement of goals</p> <p>Appropriate forms Other evidence as per agreement</p> <p>Teacher self evaluation on CATE; supervisor evaluation on CATE with written documentation/evidence</p>	<p>Goal conference by October 15</p> <p>Summative evaluation with completed and signed CATE indicating placement by May 21</p>

NOTE: All employees new to the district will receive a completed and signed baseline CATE by December 15

CONWAY PROFESSIONAL EVALUATION SYSTEM OBSERVATION PROCEDURES

All classroom observations of the teaching performance of any teacher shall be conducted openly and with the full knowledge of the teacher. No teacher shall receive adverse comments from any observer in the presence of the pupils.

Each teacher shall be given his/her observation report within 7 days of the observation, and shall have the opportunity to discuss such report with his/her supervisor and/or principal. After such discussions the teacher shall sign the report, but the teacher's signature does not necessarily indicate agreement with its contents. If the teacher disagrees with the evaluation or observation report, he/she may so indicate in writing within one week of receipt of the evaluation or observation report; and upon request, the written statement of disagreement shall be placed in his/her personnel file and attached to the relative documents. At the time of signing, the teacher shall be given a copy of his/her evaluation.

The forms that will be used are the **Conway School District Annual Statement of Goals/Personal Plan**, the **Conway Professional Evaluation System Formal Observation Form**, and the **Conway School District Informal Observation Form** (See Appendix C).

QUESTIONS AND ANSWERS ABOUT THE CONWAY PROFESSIONAL EVALUATION SYSTEM:

- **QUESTION: Is everyone evaluated annually in each category of each component?**

ANSWER: Yes. However, it is expected that teachers and supervisors will focus on specific evaluation evidence related to goals and improvement targets.

- **QUESTION: How are goals determined using CATE?**

ANSWER: The teacher and supervisor complete the CATE prior to the goals conference, and these forms will be used in the goal setting process.

- **QUESTION: Do all goals need to be rooted in CATE?**

ANSWER: Yes.

- **QUESTION: What type of evidence will be collected and by whom?**

ANSWER: The teacher will collect the evidence identified by the supervisor. The evidence will be decided upon at the goal setting conference. . Evidence may include formal or informal observation documentation.

- **QUESTION: Will every teacher be formally observed each year?**

ANSWER: Unsatisfactory teachers will receive a minimum of 2 formal observations and two informal observations with documentation during the year. Basic teachers will receive a minimum of 1 formal and 2 informal observations per year with documentation. For all other teachers, the number and type of evaluations and documentation will be determined at the annual goal setting conference.

- **QUESTION: How will evidence be evaluated and by whom?**

ANSWER: The supervisor will review the evidence with the teacher at the summative evaluation session, and deliver the completed CATE within the Conway Professional Evaluation System Timeline.

- **QUESTION: How is the CATE point total translated into compensation?**

ANSWER: Each teacher will be eligible for compensation based on the CATE point total in accordance with the negotiated contract.

- **QUESTION: Is there an appeal process, and if so how does it work?**

ANSWER: As per Article V-(5-3) of the CEA Agreement, “any evaluation that does not adhere to the procedures set forth in the Professional Evaluation System shall be subject to the grievance procedure with such being the issue. The judgment exercised in the evaluation, if based on accurate information, is not grieveable.” .

ANNUAL STATEMENT OF GOALS/PERSONAL PLAN

SCHOOL YEAR: _____ EXPIRATION DATE: _____ ENDORSEMENTS: _____

EDUCATOR NAME _____ SUPERVISOR _____

GOALS	CATE REFERENCE	TIMELINE	DOCUMENTATION EVIDENCE	DATE OF CHECK	INITIALS

EDUCATOR SIGNATURE _____

SUPERVISOR SIGNATURE _____

DATE _____

DATE _____

CONWAY PROFESSIONAL EVALUATION SYSTEM

FORMAL OBSERVATION FORM

EDUCATOR _____

OBSERVER _____

TEACHING ASSIGNMENT _____

DATE _____

OBSERVATION NUMBER _____

TIME: From _____ to _____

OBSERVATION SUMMARY:

COMMENTS and/or SUGGESTION:

EDUCATOR'S COMMENTS:

SIGNED _____
(Educator)

SIGNED _____
(Supervisor)

DATE _____

DATE _____

(SIGNATURES INDICATE THAT THE OBSERVATION HAS BEEN MADE AND SHARED. THE EDUCATOR'S SIGNATURE DOES NOT NECESSARILY INDICATE AGREEMENT WITH THE OBSERVATION.)

1 COPY TO EDUCATOR

1 COPY TO OBSERVER

1 COPY TO PERSONNEL FILE

CONWAY SCHOOL DISTRICT
PROFESSIONAL EVALUATION SYSTEM
INFORMAL OBSERVATION FORM

EDUCATOR _____

DATE: _____

LOCATION _____

TIME: _____

OBSERVER: _____

OBSERVER SIGNATURE _____

DATE: _____

APPENDIX A

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name: _____

Position: _____

Date: _____

PLANNING AND PREPARATION	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 1a: Demonstrating knowledge of counseling theory and techniques				
Component 1b: Demonstrating knowledge of child and adolescent development				
Component 1c: Establishing goals for the counseling program appropriate to the setting and the students served				
Component 1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district				
Component 1e: Planning the counseling program, integrated with the regular school program				
Component 1f: Developing a plan to evaluate the counseling program				

Comments: _____

Points Earned: _____

Total Possible Points 18

THE ENVIRONMENT	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 2a: Creating an environment of respect and rapport				
Component 2b: Establishing a culture for productive communication				
Component 2c: Managing routines and procedures				
Component 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school				
Component 2e: Organizing physical space				

Comments: _____

Points Earned: _____

Total Possible points 15

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name: _____

Position: _____

Date: _____

DELIVERY OF SERVICE	(0) Unsatisfactory	(2) Basic	(4) Proficient	(6) Distinguished
Component 3a: Assessing student needs				
Component 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs				
Component 3c: Using counseling techniques in individual and classroom programs				
Component 3d: Brokering resources to meet needs				
Component 3e: Demonstrating flexibility and responsiveness				

Comments: _____

Points Earned: _____
Total Possible points 30

PROFESSIONAL RESPONSIBILITIES	(0) Unsatisfactory	(1) Basic	(2) Proficient	(3) Distinguished
Component 4a: Reflecting on practice				
Component 4b: Maintaining records and submitting them in a timely fashion				
Component 4c: Communicating with families				
Component 4d: Participating in a professional community				
Component 4e: Engaging in professional development				
Component 4f: Showing professionalism				

Comments: _____

Points Earned _____
Total Possible Points 18

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name:

Position:

Date:

Evaluation Summary *for office use*

Percentage Score: _____

Total possible points (81)

0 to 42 percent	0-34 Unsatisfactory
43 to 59 percent	35-48 Basic
60 to 84 percent	49-68 Proficient
85 to 100 percent	69-81 Distinguished

ANNUAL SCHOOL COUNSELORS EVALUATION FORM

Name:

Position:

Date:

Signature Page

RATING: _____

Comments:

This evaluation has been discussed with me.

(check one) _____ I agree with its contents.

_____ I disagree with its contents.

Signature of Employee

Date

Signature of Evaluator

Date

APPENDIX B

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of counseling theory and techniques	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.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	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, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	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.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	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 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	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.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	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.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT *(continued)*

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	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.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Assessing student needs	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.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	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.
3c: Using counseling techniques in individual and classroom programs	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.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE *(continued)*

L E V E L O F P E R F O R M A N C E

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3d: Brokering resources to meet needs	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 brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	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.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on practice	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.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	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.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	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.