

PROFESSIONAL APPRAISAL TIMELINES FOR TENURED GUIDANCE COUNSELLORS / TEACHERS

Administrators may wish to use this timeline to assist in the tracking of Tenured teacher Appraisals. This form does not need to be submitted to Human Resources Division.

Date Desired	Action	Date Completed	Signature
May 1 st	Initial Meeting notification		
June of previous year	Assessments Completed		
October 15 th	Implementation of Professional Growth Plan		
January 15 th	First Counsellor Report - Form 2		
January 31 st	First Facilitator Summary Report (Form 2)		
May 15 th	Final Counsellor Report (Form 2)		
May 31 st	Final Facilitator Summary Report (Form 2)		

**Tenured Teacher/Guidance Counsellor Appraisal
Record of Initial Meeting Report**

This form is to be sent to Human Resources Division along with the January Report. A copy is to be provided to the tenured teacher.

Guidance Counsellor:

School(s):

Facilitator(s):

Assignment:

Comments:

The Guidance Counsellor and I have met to discuss the appraisal process.

The Guidance Counsellor has been provided with the appraisal timelines and forms

I have reviewed the Guidance Counsellor's Professional Growth Plan.

Facilitator's Signature:

*Please note your signature typed here, denotes your official signature

Date:

**Tenured Guidance Counsellor Appraisal
Record of Initial Meeting Report**

This Report for **tenured** Guidance Counsellors is to be completed by the tenured Guidance Counsellor and submitted to the appraisal facilitator. After the appraisal facilitator has signed the report a copy is to be sent to Human Resources by January 31st and May 31st. Copies of each report are to be provided to the Guidance Counsellor.

Guidance Counsellor:

School(s):

Assignment:

Tenured Guidance Counsellor Summary Statement

The tenured Guidance Counsellor will select one of the following options:

I am making satisfactory progress towards meeting the milestones/timelines outlined in my Professional Growth Plan. **(January 31st Report)**

***Note: Counsellor must expand upon their success in reflection section below.**

I am concerned that I will not meet the milestones/timelines outlined in my Professional Growth Plan. **(January 31st Report)**

***Note: Counsellor must expand upon their challenges in reflection section below.**

I have successfully met the milestones outlined in my Professional Growth Plan. **(For May 31st Report only)**

***Note: Counsellor must expand upon their success in teacher reflection section below.**

I have not met the milestones outlined in my Professional Growth Plan. **(For May 31st Report only)**

***Note: Counsellor must expand upon their challenges in reflection section below.**

Reflection: (Guidance Counsellor is to expand upon their summary statement of progress. Use an attachment sheet if required)

Guidance Counsellor Signature:

*Please note your name typed here, denotes your official signature

Date:

Facilitator Summary Statement

My signature designates agreement with the Guidance Counsellor summary statement above. If agreement does not exist then the facilitator should add rationale in the provided space.

Facilitator's Signature:

Date:

*Please note your name typed here, denotes your official signature

Facilitator's Comments: (if required)

Facilitator's Signature:

Date:

*Please note your name typed here, denotes your official signature

Distribution:

January 31st

May 31st

Copy 1 - Guidance Counsellor
Copy 2 - Facilitator
Copy 3 - Human Resources

Copy 1 - Guidance Counsellor
Copy 2 - Facilitator
Copy 3 - Human Resources

TENURED GUIDANCE COUNSELLOR SELF- ASSESSMENT QUESTIONNAIRE

On a scale of 1 to 5 please rate the following statements (5 - Proficient, 4 - Competent, 3 - Needs Improvement):

Standard 1 Comprehensive Guidance Program

The Guidance Counsellor, in collaboration with the guidance advisory committee, will develop an annual comprehensive school guidance program which outlines the implementation of interventions that promote the holistic development of the student.

- Rating:** 1.1 Implements proactive measures that provide opportunity for students to achieve at their maximum potential.
- Rating:** 1.2 Collaborates with colleagues on the guidance advisory committee in the design, implementation, monitoring, and evaluation of a comprehensive school guidance program that meets the identified needs of the school community.
- Rating:** 1.3 Uses the school development process to develop the comprehensive school guidance program.
- Rating:** 1.4 Implements and evaluates specific strategies designed to meet program goals and objectives.
- Rating:** 1.5 Uses available resources in implementing a comprehensive school guidance program.
- Rating:** 1.6 Prepares and communicates a calendar reflecting appropriate time commitments and priorities within a comprehensive school guidance program.
- Rating:** 1.7 Orients staff and school community to the comprehensive school guidance program.
- Rating:** 1.8 Provides resource information to students and the school community.

Standard 2 Education System

The Guidance Counsellor understands the overall education system, and engages in the planning and managing of tasks to support the learning and development of students.

- Rating:** 2.1. Implements department, District and school policies, guidelines, and practices that support the comprehensive school guidance program.
- Rating:** 2.2 Promotes practices that help students and families feel welcomed and appreciated in the school community.
- Rating:** 2.3 Serves on school committees and teams relevant to his/her role, such as the service delivery team.

- Rating:** 2.4 Uses other government departments' and community agencies' policies, guidelines, and practices to support the learning and development of the students they serve.
- Rating:** 2.5 Consults with service providers outside of education in the coordination of services.
- Rating:** 2.6 Supports and collaborates with parents/guardians in decision making.
- Rating:** 2.7 Partners with teachers in the delivery of student programming as outlined in the comprehensive school guidance program.

Standard 3 Student Development

The Guidance Counsellor understands the diversity of human growth, and learning, and promotes the holistic development of the student.

- Rating:** 3.1 Applies appropriate psychological theories related to student learning, development, behavior, personality, transition and family systems.
- Rating:** 3.2 Applies appropriate counselling theories to individual and group practices.
- Rating:** 3.3 Facilitates individual, group and classroom programs which address the needs outlined in the comprehensive guidance program.
- Rating:** 3.4 Applies principles and strategies to facilitate the holistic development of students.
- Rating:** 3.5 Works collaboratively with parents/guardians, educators and outside agencies to support students' physical, social, emotional, ethical, and cognitive development.
- Rating:** 3.6 Applies his/her knowledge of the impact of medication on the academic, cognitive, physical, social, and emotional behavior of students.
- Rating:** 3.7 Applies knowledge of exceptionalities as a member of the service delivery and program planning teams.

Standard 4 Diversity

The Guidance Counsellor understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

- Rating:** 4.1 Demonstrates and promotes respect and inclusion for all.
- Rating:** 4.2 Is sensitive to the needs of, advocates for, and supports families, students, and staff from minority and marginalized groups/sectors.

4.3 Utilizes recommendations outlined in Department of Education documents such as:

Rating: ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (April 2012)

Rating: My GSA: Equity and Inclusive Education Resource Kit for NL, Grades 7-12

Rating: Service Delivery Model for Students with Exceptionalities

Rating: Guidelines for Comprehensive Assessment.

Standard 5 Comprehensive Assessment

The Guidance Counsellor understands the assessment process and its implications for student learning.

Rating: 5.1 Adheres to the assessment guidelines established by the Department of Education.

Standard 6 Counselling

The Guidance Counsellor possesses knowledge and skills necessary to establish and facilitate individual and group counselling.

Rating: 6.1 Reviews current research literature and legislation.

Rating: 6.2 Reviews current department and District policies and guidelines.

Rating: 6.3 Uses established counselling theory and applies it to the developmental needs of the individual or group.

Rating: 6.4 Uses development and counselling theories to design and implement comprehensive school guidance program.

Rating: 6.5 Facilitates the development of long- and short-term goals for individual and groups.

Rating: 6.6 Exhibits flexibility in adapting counselling techniques to students from diverse backgrounds.

Rating: 6.7 Demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counselling outcomes with students.

Rating: 6.8 Uses a counselling referral process for service delivery.

Rating: 6.9 Makes referrals to appropriate professionals when necessary.

Rating: 6.10 Demonstrates appropriate skills in working with parents/guardians.

Rating: 6.11 Maintains confidential and accurate case notes.

Standard 7 Career Development

The Guidance Counsellor understands that career development is a lifelong process. He/she develops programs and interventions to promote the career development of all students.

- Rating:** 7.1 Ensures that career development is part of the school guidance program.
- Rating:** 7.2 Supports student awareness, exploration, orientation and preparation for career development and decision making.
- Rating:** 7.3 Collaborates with educators and other agencies to promote successful transitions.
- Rating:** 7.4 Assists students to identify and understand their interests, abilities, and aptitudes.
- Rating:** 7.5 Assists students to set realistic career goals through career planning (e.g. develop a high school and postsecondary plan).
- Rating:** 7.6 Engages parents in the process of career development and goal setting.
- Rating:** 7.7 Provides consultation and resources to teachers for infusing the curriculum within career development activities.
- Rating:** 7.8 Collaborates with government, postsecondary, community, business and industry to promote opportunities to learn about careers.
- Rating:** 7.9 Administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
- Rating:** 7.10 Guides students in the location, interpretation, evaluation, and integration of career resources.
- Rating:** 7.11 Supports students in the completion of post-secondary applications, scholarships and related forms.

Standard 8 Crisis Intervention

The Guidance Counsellor participates in the development and implementation of a response plan for possible crisis situations.

- Rating:** 8.1 Collaborates with others to provide direction to the individual, group, school and/or community in a crisis situation.
- Rating:** 8.2 Collaborates with others to implement interventions to assist students and their families in a crisis situation.
- Rating:** 8.3 Collaborates with others to connect with appropriate school and community professionals in a crisis situation.

Standard 9 Ethical Responsibilities

The Guidance Counsellor understands the ethical requirements in providing a comprehensive school guidance program.

- Rating:** 9.1 Applies current research in providing a comprehensive school guidance program.
- Rating:** 9.2 Applies information contained in the Diagnostic and Statistical Manual of Mental Disorders (DSM).
- Rating:** 9.3 Maintains confidentiality and protects students' rights.
- Rating:** 9.4 Ensures informed consent is obtained for comprehensive assessment.
- Rating:** 9.5 Ensures informed consent is obtained before sharing information to other agencies or professionals outside of education.
- Rating:** 9.6 Ensures comprehensive assessment reports are stored in a secure location.
- Rating:** 9.7 Maintains concise, accurate, and objective meeting and case notes.
- Rating:** 9.8 Acts in an ethical manner when delivering a comprehensive school guidance program.

Newfoundland and Labrador English School District

Administrator Questionnaire - Guidance Counsellors

On a scale of 1 to 5 please rate the following statements (1 - Proficient, 2 - Competent, 3 - Needs Improvement):

Standard 1 Comprehensive Guidance Program

The Guidance Counsellor, in collaboration with the guidance advisory committee*, will develop an annual comprehensive school guidance program which outlines the implementation of interventions that promote the holistic development of the student.

- Rating:** 1.1 Implements proactive measures that provide opportunity for students to achieve at their maximum potential.
- Rating:** 1.2 Collaborates with colleagues on the guidance advisory committee in the design, implementation, monitoring, and evaluation of a comprehensive school guidance program that meets the identified needs of the school community.
- Rating:** 1.3 Uses the school development process to develop the comprehensive school guidance program.
- Rating:** 1.4 Implements and evaluates specific strategies designed to meet program goals and objectives.
- Rating:** 1.5 Uses available resources in implementing a comprehensive school guidance program.
- Rating:** 1.6 Prepares and communicates a calendar reflecting appropriate time commitments and priorities within a comprehensive school guidance program.
- Rating:** 1.7 Orients staff and school community to the comprehensive school guidance program.
- Rating:** 1.8 Provides resource information to students and the school community.

Standard 2 Education System

The Guidance Counsellor understands the overall education system, and engages in the planning and managing of tasks to support the learning and development of students.

- Rating:** 2.1. Implements department, District and school policies, guidelines, and practices that support the comprehensive school guidance program.
- Rating:** 2.2 Promotes practices that help students and families feel welcomed and appreciated in the school community.

- Rating:** 2.3 Serves on school committees and teams relevant to his/her role, such as the service delivery team.
- Rating:** 2.4 Uses other government departments' and community agencies' policies, guidelines, and practices to support the learning and development of the students they serve.
- Rating:** 2.5 Consults with service providers outside of education in the coordination of services.
- Rating:** 2.6 Supports and collaborates with parents/guardians in decision making.
- Rating:** 2.7 Partners with teachers in the delivery of student programming as outlined in the comprehensive school guidance program.

Standard 3 Student Development

The Guidance Counsellor understands the diversity of human growth, and learning, and promotes the holistic development of the student.

- Rating:** 3.1 Applies appropriate psychological theories related to student learning, development, behavior, personality, transition and family systems.
- Rating:** 3.2 Applies appropriate counselling theories to individual and group practices.
- Rating:** 3.3 Facilitates individual, group and classroom programs which address the needs outlined in the comprehensive guidance program.
- Rating:** 3.4 Applies principles and strategies to facilitate the holistic development of students.
- Rating:** 3.5 Works collaboratively with parents/guardians, educators and outside agencies to support students' physical, social, emotional, ethical, and cognitive development.
- Rating:** 3.6 Applies his/her knowledge of the impact of medication on the academic, cognitive, physical, social, and emotional behavior of students.
- Rating:** 3.7 Applies knowledge of exceptionalities as a member of the service delivery and program planning teams.

Standard 4 Diversity

The Guidance Counsellor understands the dimensions of human diversity and the possible influence they may have on child/adolescent development.

- Rating:** 4.1 Demonstrates and promotes respect and inclusion for all.
- Rating:** 4.2 Is sensitive to the needs of, advocates for, and supports families, students, and staff from minority and marginalized groups/sectors.

4.3 Utilizes recommendations outlined in Department of Education documents such as:

Rating: ESL Students and Students from Diverse Cultures: Guidelines for Comprehensive Assessment (April 2012)

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Rating: Service Delivery Model for Students with Exceptionalities

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Rating: 5.1 Adheres to the assessment guidelines established by the Department of Education.

Standard 6 Counselling

The Guidance Counsellor possesses knowledge and skills necessary to establish and facilitate individual and group counselling.

Rating: 6.1 Reviews current research literature and legislation.

Rating: 6.2 Reviews current department and District policies and guidelines.

Rating: 6.3 Uses established counselling theory and applies it to the developmental needs of the individual or group.

Rating: 6.4 Uses development and counselling theories to design and implement comprehensive school guidance program.

Rating: 6.5 Facilitates the development of long and short term goals for individual and groups.

Rating: 6.6 Exhibits flexibility in adapting counselling techniques to students from diverse backgrounds.

Rating: 6.7 Demonstrates skills in developing therapeutic relationships, goal setting, intervention strategies, and evaluation of counselling outcomes with students.

Rating: 6.8 Uses a counselling referral process for service delivery.

Rating: 6.9 Makes referrals to appropriate professionals when necessary.

Rating: 6.10 Demonstrates appropriate skills in working with parents/guardians.

Rating: 6.11 Maintains confidential and accurate case notes.

Standard 7 Career Development

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- Rating:** 7.1 Ensures that career development is part of the school guidance program.
- Rating:** 7.2 Supports student awareness, exploration, orientation and preparation for career development and decision-making.
- Rating:** 7.3 Collaborates with educators and other agencies to promote successful transitions.
- RatingK** 7.4 Assists students to identify and understand their interests, abilities, and aptitudes.
- Rating:** 7.5 Assists students to set realistic career goals through career planning (e.g. develop a high school and postsecondary plan).
- Rating:** 7.6 Engages parents in the process of career development and goal setting.
- Rating:** 7.7 Provides consultation and resources to teachers for infusing the curriculum within career development activities.
- Rating:** 7.8 Collaborates with government, postsecondary, community, business and industry to promote opportunities to learn about careers.
- Rating:** 7.9 Administers and interprets assessment tools such as interest inventories, aptitude batteries, personality inventories and self-assessment tools to help students with educational and career decisions.
- Rating:** 7.10 Guides students in the location, interpretation, evaluation, and integration of career resources.
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- Rating:** 9.8 Acts in an ethical manner when delivering a comprehensive school guidance program.

Newfoundland and Labrador English School District

Peer Assessment Questionnaire

On a scale of 1 to 5 please rate the following statements (5 - Proficient, 4 - Competent, 3 - Needs Improvement, 2 - Needs Improvement, 1 - Needs Improvement)

Standard 1 Comprehensive Guidance Program

The guidance counsellor, in collaboration with the guidance advisory committee*, will develop an annual comprehensive school guidance program which outlines the implementation of interventions that promote the holistic development of the student.

- Rating:** 1.1 Implements proactive measures that provide opportunity for students to achieve at their maximum potential.
- Rating:** 1.2 Collaborates with colleagues on the guidance advisory committee in the design, implementation, monitoring, and evaluation of a comprehensive school guidance program that meets the identified needs of the school community.
- Rating:** 1.3 Uses the school development process to develop the comprehensive school guidance program.
- Rating:** 1.4 Implements and evaluates specific strategies designed to meet program goals and objectives.
- Rating:** 1.5 Uses available resources in implementing a comprehensive school guidance program.
- Rating:** 1.6 Prepares and communicates a calendar reflecting appropriate time commitments and priorities within a comprehensive school guidance program.
- Rating:** 1.7 Orients staff and school community to the comprehensive school guidance program.
- Rating:** 1.8 Provides resource information to students and the school community.

Standard 2 Education System

The Guidance Counsellor understands the overall education system, and engages in the planning and managing of tasks to support the learning and development of students.

- Rating:** 2.1. Implements department, District and school policies, guidelines, and practices that support the comprehensive school guidance program.
- Rating:** 2.2 Promotes practices that help students and families feel welcomed and appreciated in the school community.
- Rating:** 2.3 Serves on school committees and teams relevant to his/her role, such as the service delivery team.

- Rating:** 2.4 Uses other government departments' and community agencies' policies, guidelines, and practices to support the learning and development of the students they serve.
- Rating:** 2.5 Consults with service providers outside of education in the coordination of services.
- Rating:** 2.6 Supports and collaborates with parents/guardians in decision making.
- Rating:** 2.7 Partners with teachers in the delivery of student programming as outlined in the comprehensive school guidance program.

Standard 3 Student Development

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- Rating:** 3.3 Facilitates individual, group and classroom programs which address the needs outlined in the comprehensive guidance program.
- Rating:** 3.4 Applies principles and strategies to facilitate the holistic development of students.
- Rating:** 3.5 Works collaboratively with parents/guardians, educators and outside agencies to support students' physical, social, emotional, ethical, and cognitive development.
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- Rating:** 3.7 Applies knowledge of exceptionalities as a member of the service delivery and program planning teams.

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- Rating:** 9.6 Ensures comprehensive assessment reports are stored in a secure location.
- Rating:** 9.7 Maintains concise, accurate, and objective meeting and case notes.
- Rating:** 9.8 Acts in an ethical manner when delivering a comprehensive school guidance program.