

## Utah Model School Counselor Summative Evaluation Document

Educator: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Reviewed and discussed the following:**

- Stakeholder feedback
- Observation data
- Educator self-assessment
- Educator Professional Growth Plan including goals and progress.

Commendations and or Recommendations:

**2. Summative evaluation by Standard:  
1-not effective 2- partially effective 3- effective**

Standard 1: Professional Foundation	1	2	3	Comments
PF 1. Applies developmental, learning, counseling, and education theories to support students' development in academic, personal/social, and career domains, while actively pursuing professional development in school counseling.				
PF 2. Demonstrates professional practices with federal and state laws, district policy, and professional standards for school counselors.				
PF 3. Applies legal and ethical principles ensuring equitable access to services for all students.				
PF 4. Maintains high standards in counseling practice aligned with professional guidelines.				
PF 5. Aligns counseling activities with ASCA & Utah Standards to promote student success.				
PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.				
PF 7. Demonstrate leadership through the development and implementation of a school counseling program.				
PF 8. Advocates for school counseling				
PF 9. Create systemic change through the implementation of a school counseling program.				

<b>Standard 2: Direct &amp; Indirect Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
SS 1. Designs and implements ASCA-aligned instruction across settings to meet diverse student needs.				
SS 2. Provides tailored advisement addressing individual and group needs, encompassing College and Career Readiness, career literacy, the world of work, and essential Tier 1 skills.				
SS 3. Provide short-term counseling in small-group and individual settings.				
SS 4. Refers students to appropriate resources beyond counseling as needed.				
SS 5. Collaborates effectively with stakeholders to support student success.				
SS 6. Works collaboratively with school and community stakeholders to enhance student outcomes.				

<b>Standard 3: Planning &amp; Assessment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
PA 1. Establishes school counseling program vision and mission aligned with school/district goals supporting broader educational objectives.				
PA 2. Identifies gaps in opportunity, achievement, attendance, behavior, and resources.				
PA 3. Establishes clear, data-driven goals to guide school counseling efforts and measure success.				
PA 4. Creates action plans based on data to address identified needs and goals.				
PA 5. Systematically assesses program effectiveness and communicates outcomes to stakeholders.				
PA 6. Manages time & calendar based on student needs and USBE model recommendations. **				
PA 7. Establishes agreement with school administrators to align clear counseling goals and strategies with school leadership and priorities.				
PA 8. Engages stakeholders to provide input and support for counseling program improvement (advisory council).				
PA 9. Use appropriate school counselor performance appraisal process (ASCA & USBE Counseling model).				

<b>Standard 4: Mindset</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>Comments</b>
M1: Grounded in the belief that every student can learn and succeed.				
M2: Advocates for equitable access to high-quality education and ensures every student graduates prepared for postsecondary opportunities				
M3: Supports universal access to school counseling programs.				
M4: Champions collaboration among school counselors, students, families, educators, and stakeholders.				
M5: Embracing leadership roles, school counselors drive initiatives at the school, district, state, and national levels to promote student academic, career, and social/emotional success.				

**3. Reviewed and discussed evidence of educator’s professional growth:**

Supporting evidence for professional growth and comments:

**4. Reviewed and discussed evidence of student growth:**

Supporting evidence for student growth and comments:

**5. Summative evaluation level:**

- 1- (not-effective) The educator did not meet performance expectations.
- 2- (partially effective) The educator partially met performance expectations by demonstrating evidence of professional growth **or** demonstrating evidence of student growth.
- 3- (effective) The educator met performance expectations by demonstrating evidence of professional growth **and** demonstrating evidence of student growth.

**6. Commendations or Recommendations for any professional standard:**

Comments:

This document has been reviewed with a supervisor.

Educator Signature: \_\_\_\_\_ date: \_\_\_\_\_

This document has been reviewed with the educator.

Administrator Signature: \_\_\_\_\_ date: \_\_\_\_\_