



Professional Appraisal Policy

Growth of Probationary / Replacement Guidance Counsellors

MODULE 1

Outline

- 1. Procedures for the Professional Evaluation of Probationary and Replacement Guidance Counsellors**
- 2. Timelines for Appraisal**
- 3. Expectations of Educational Professionals**
- 4. Standards of Practice**
- 5. Resources:**
 - a. Record of Initial Meeting (Form 1)**
 - b. Guidance Counsellor Appraisal And Facilitator's Report**
 - c. Self- Assessment**
 - d. Professional Growth Plan Template**
 - e. Professional Growth Plan (Sample)**

Procedures for the Professional Appraisal / Growth of Probationary and Replacement Guidance Counsellors

1. All probationary and full year replacement Guidance Counsellors to be evaluated shall be informed initially when employed.
2. All Guidance Counsellors in a probationary contract **shall** be evaluated in accordance with **Module One** of the Newfoundland and Labrador English School District - Teacher and School Administrator Growth and Appraisal Policy (HR-801).
3. All Guidance Counsellors in a full year replacement contract **shall** be evaluated in accordance with **Module One** of the Newfoundland and Labrador English School District - Teacher and School Administrator Growth and Appraisal Policy (HR-801).
4. At the time of hiring, all probationary and replacement Guidance Counsellors shall be directed to the Teacher and School Administrator Growth and Appraisal Policy (HR-801) as published on the Newfoundland and Labrador English School District website.
5. The principal or designate shall be responsible for the evaluation of probationary and replacement Guidance Counsellors. Board office personnel shall become involved in the evaluation of probationary and replacement teachers at the request of the principal. This request shall be made, in writing, to the Senior Education Officer of Human Resources or designate.
6. Probationary and replacement Guidance Counsellors will be encouraged to create professional portfolios of their work. A sample Professional Portfolio contents list is enclosed.
7. An initial meeting shall be held with the probationary/replacement Guidance Counsellor being evaluated as early as possible in the school year but not later than September 30th. The meeting shall discuss the evaluation process. A record of this initial meeting will be made using **Form 1**. A copy of this form will be provided to Human Resources Division.
8. Administrators in schools with more than one educator taking part in **Module One** professional evaluation may schedule a group initial meeting. Individual **Form 1**'s are still required.
9. A second meeting shall be held within two weeks of the initial meeting. In the preparation for this, the Guidance Counsellor shall conduct a self-evaluation using the enclosed self-assessment survey tool. The teacher shall develop a **Professional Growth Plan** in consultation with the evaluator(s). This form is available online via Member Services. In this meeting, a schedule of classroom observations shall be outlined.
10. Evaluation reports on probationary/replacement Guidance Counsellors shall be completed using **Form 2** and based on:
 - Observations derived from classroom visitations.
 - Observations as outlined in the **Standards of Practice for Guidance Counsellors**.
 - Observations of the **Expectations of Educational Professionals**.
 - Observation of progress towards goals outlined in the **Professional Growth Plan**.

11. All formal classroom observations shall be preceded by a pre-conference. The structure of this pre-conference may depend on factors such as the experience of the guidance counsellor, the probationary status etc.
12. All formal observations shall be followed by a post-conference.
13. Evaluators may use information and procedures outlined in the **Guidelines for Classroom Visits** to assist in the evaluation process.
14. Evaluation reports on probationary/replacement educators shall be submitted on or before November 30th and March 31st of each school year. These reports are to be summaries of the evaluator's activities with that teacher up to that point and time.
 - Reports shall be formative and encourage the Counsellor to reflect on practice.
 - When other evaluators are involved in the process, the principal shall obtain their input before completing the report.
 - Reports shall be discussed with the Counsellor after all evaluators have agreed and signed the report.
 - The report shall be discussed with the Counsellor. The Counsellor shall be given the opportunity to respond to the report.
 - The Counsellor will be requested to sign the report before it is sent to Human Resources.
 - A copy of reports shall be placed in the counsellor's personnel file.
15. A copy of all evaluation reports shall be provided to the probationary/replacement Counsellor and the Senior Education Officer of Human Resources/designate. All results of evaluation of probationary/replacement educator shall be kept in confidential personnel files maintained at the District Office under the supervision of the Senior Education Officer of Human Resources or Designate.
16. A recommendation on tenure to a probationary Counsellor shall be made in writing by the principal to the Senior Education Officer of Human Resources.
17. The Senior Education Officer of Human Resources shall be contacted immediately if the successful completion of a Counsellor probationary period is in jeopardy.
18. The Senior Education Officer of Human Resources **shall** be contacted immediately if the successful completion of a Counsellor replacement contract is in jeopardy.
19. District level decision making on the continuation/termination of a probationary contract is to be made no later than April 15th of the school year.

**PROFESSIONAL EVALUATION TIMELINES FOR
PROBATIONARY AND REPLACEMENT GUIDANCE COUNSELLORS**

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

Date Desired	Action	Date Completed	Signature
3 rd week of September	Initial Meeting		
End of September	Self- Assessment		
End of October	First Observation and Conference		
November 30th	Probationary/Replacement Evaluation Report Form (Form 1 and Form 2)		
March 15th	Second Classroom Visit and Conference (Form 2)		
March 31 st	Final Counsellor Report (Form 2)		

**** NOTE: Administrators may schedule additional observations if warranted.**

Expectations of Educational Professionals

The School District and the school have the responsibility of providing the employee with a clear set of expectations. Expectations of professional performance encompass three (3) domains namely, *knowledge, skills and attitudes*. It is expected that an educational professional will:

A. Possess extensive knowledge, particularly of:

- The policies of the School Board.
- The nature of the learner.
- The content, aims, objectives, and intended learning outcomes of the subject areas for which they are responsible.
- A variety of instructional and evaluation strategies.

B. Demonstrate skills, particularly in:

- Planning, organizing, delivering, and evaluating instruction.
- Addressing the needs of the whole learner, accommodating different rates and styles of learning.
- Employing a resource-based approach to learning.
- Incorporating learners' real-life experiences.
- Stimulating independent and interdependent learning.
- Establishing appropriate routines and in using instructional time effectively.
- Performing different roles such as facilitator, motivator, and communicator.
- Maintaining adequate records.
- Modifying programs to meet the needs of the learners.
- Making professional decisions in the best interest of the learner.
- Creating a stimulating and supportive atmosphere which respects the uniqueness of the individual.
- Organizing an environment which is conducive to learning.
- Working collaboratively to improve the educational process.
- Using good interpersonal skills with all stake-holders.

C. Exhibit a positive personal attitude that:

- All students can learn.
- The dignity of the learner must be preserved.
- Creates an environment in which learners can develop positive self-esteem.
- Provides for a bias free environment.
- Encourages high, realistic personal and learner expectations.
- Reflects a balanced emphasis on process and product within the curriculum.
- Parents are integral to the learners' education.
- Reflects learning is a life-long process.
- Professional growth is continuous.

The Standards of Practice for Guidance Counsellors

Reference: http://www.ed.gov.nl.ca/edu/k12/studentsupportservices/Guidance_Counsellor_standards_Oct_3_2014.pdf

The Standards of Practice for Guidance Counsellors provide an overarching framework of principles that describe the knowledge, skills and values that guide the professional practice of all Guidance Counsellors in the Newfoundland and Labrador education system. Together with the school-based needs assessment, the Standards of Practice guide the development of yearly comprehensive school guidance plans. As such, they are not synonymous with roles and responsibilities of Guidance Counsellors, or expectations for specific practice in their day to day work. The Standards of Practice guide professional judgment and actions, foster a common understanding of what it means to be a member of the profession, outline competencies expected of Guidance Counsellors, and guide professional growth plans.

Standard 1: Comprehensive School 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.

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.

Standard 3: Student Development

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

Standard 4: Diversity

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

Standard 5: Comprehensive Assessment

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

Standard 6: Counselling

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

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.

Standard 8: Crisis Intervention

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

Form 1

Newfoundland and Labrador English School District

Record of Initial Meeting
Report Form

This form is to be sent to Human Resources Division along with the November Report. A copy is to be provided to the probationary/replacement teacher.

Teacher's Name:

Date

School(s):

Principal(s):

Assignment(s):

Experience:

Training Specialty:

Status of Evaluation: Probation 1:

Probation 2:

Replacement:

Comments: Requests to review Probationary Period Status and rationale **MUST** be recorded here and submitted no later than **November 30th**. Status change requests will not be accepted in any other form. Requests submitted past this deadline, will not be accepted.

The following items were given to the teacher and explained:

Newfoundland & Labrador English School District, Teacher and School Administrator Growth and Appraisal (HR-801)

Self-Assessment

Process and schedule

Sample Professional Growth Plan

Guidelines for Observation

Components of Professional Practices/Standards of Practice

Date for next meeting to discuss Self-Assessment and Professional Growth Plan creation observations

Principal's Signature:

Date:

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

Form 2

**MODULE 1
GUIDANCE COUNSELLORS
EVALUATOR'S REPORT (Checklist Format)**

The Report for Probationary / Replacement Guidance Counsellors to be completed and a copy sent to Human Resources by November 30th and by March 31st.

A copy is to be provided to the Counsellor.

Guidance Counsellor:

School(s):

Teaching Assignment(s):

Status of Evaluation: Probation 1: Probation 2: Replacement:

Observations for This Report

Date	Grade	Subject	Evaluator
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Other Activities

Date	Grade	Subject	Evaluator
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PROFESSIONAL GROWTH PLAN SUMMARY

- | | | |
|--|-----|----|
| 1. The Counsellor has submitted a Professional Growth Plan (PGP). | Yes | No |
| 2. The PGP is connected to the School Growth and Development Plan. | Yes | No |
| 3. The PGP is connected to identified standards of practice. | Yes | No |
| 4. The Counsellor is experiencing success in meeting the goals of their PGP. | Yes | No |

SUMMARY STATEMENT

From my observation of this Guidance Counsellor during classroom visits and other activities:

PROBATIONARY GUIDANCE COUNSELLORS

The Counsellor is making satisfactory progress towards tenure with this School District.

The Counsellor will **NOT** successfully complete the probationary period without special assistance
(If checked the evaluator must contact Human Resources Division)

The Counsellor is recommended for tenure at the start of the next school year with the Newfoundland and Labrador English School District. (For March 31st Report only)

The Counsellor is **NOT** recommended for tenure. (For March 31st Report only)

REPLACEMENT GUIDANCE COUNSELLORS

The Counsellor is making satisfactory progress in this replacement position.

The Counsellor is having difficulty in meeting the requirements for this position and has been provided with strategies for immediate improvement. (If checked the evaluator **MUST** contact the Human Resources Division).

The Counsellor is recommended for a permanent contract. (March 31st Report Only)

The Counsellor is **NOT** recommended for a permanent contract. (March 31st Report Only)

Additional Comments (if required):

Evaluator's Signature:

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

Date:

GUIDANCE COUNSELLOR REQUESTED FOCUS OF OBSERVATION(S)

(This space to be used to elaborate on particular concerns or techniques the Counsellor may have requested the evaluator to focus on during observations)

Guidance Counsellor Comments:

My signature confirms only that I have read and received a copy of this evaluator's report.

Signature of Guidance Counsellor:

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

Date:

Distribution:

November 30

Copy 1 - Counsellor

Copy 2 - Principal

Copy 3 - Human Resources

March 31

Copy 1 - Counsellor

Copy 2 - Principal

Copy 3 - Human Resources

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

Questionnaires

GUIDANCE COUNSELLOR SELF-ASSESSMENT QUESTIONNAIRE

This tool is to be used by the Guidance Counsellor in preparing for the development of the Professional Growth Plan. The use of this instrument is meant to be a reflective tool to assist the individual in understanding their strengths and should serve as one piece of data in the determination of their Professional Growth Plan.

Instructions:

1. Please take the time to read each statement and rank your response.

**TENURED GUIDANCE COUNSELLOR
SELF- ASSESSMENT QUESTIONNAIRE**

On a scale of 1 to 3 please rate the following statements (3 - Proficient, 2 - Competent, 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

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 3 please rate the following statements (3 - Proficient, 2 - Competent, 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

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.

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- 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.
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- Rating:** 9.3 Maintains confidentiality and protects students' rights.
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- 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

Peer Assessment Questionnaire

On a scale of 1 to 3 please rate the following statements (3 - Proficient, 2 - Competent, 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

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.