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EVALUATION MODEL
FOR
PROFESSIONAL SCHOOL
COUNSELORS**

Second Edition

(TEMPSC-II)

A PUBLICATION OF THE
TEXAS COUNSELING ASSOCIATION

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APPENDIX D: REFERENCE LIST

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- Texas Education Code, §33.005. *Developmental Guidance and Counseling Programs*.
- Texas Education Code, §33.006. *Counselors*.
- Texas Education Code, §33.007. *Counseling Regarding Higher Education*.
- Texas Education Code, §38.004. *Child Abuse Reporting and Programs*.
- Texas Education Code, §38.010. *Outside Counselors*.
- Texas Family Code, §32.004. *Consent to Counseling*.

In the second and third examples, identical ratings (domain averages) are used. However, to demonstrate the effect of the weights chosen, different weights are used. Note (1) the method used to determine the Summary Evaluation Score and (2) the impact changing the weights has on the value of the Summary Evaluation Score.

Example 2: Equal weights across all domains

	Domain Average	x	Domain Weight (add to 100%)	=	Weighted Domain Value
Domain 1: Program Management	2.1	x	12.5%	=	.2625
Domain 2: Guidance	4.7	x	12.5%	=	.5875
Domain 3: Counseling	3.5	x	12.5%	=	.4375
Domain 4: Consultation	1.9	x	12.5%	=	.2375
Domain 5: Coordination	4.5	x	12.5%	=	.5625
Domain 6: Student Assessment	2.1	x	12.5%	=	.2625
Domain 7: Professional Behavior	4.5	x	12.5%	=	.5625
Domain 8: Professional Standards	4.4	x	12.5%	=	.55
Summary Evaluation Score (Total of Weighted Values) →					3.4625

Example 3: Varying weights across domains (same ratings as in Example 2)

	Domain Average	x	Domain Weight (add to 100%)	=	Weighted Domain Value
Domain 1: Program Management	2.1	x	5%	=	.105
Domain 2: Guidance	4.7	x	25%	=	1.175
Domain 3: Counseling	3.5	x	10%	=	.35
Domain 4: Consultation	1.9	x	5%	=	.095
Domain 5: Coordination	4.5	x	20%	=	.9
Domain 6: Student Assessment	2.1	x	5%	=	.105
Domain 7: Professional Behavior	4.5	x	15%	=	.675
Domain 8: Professional Standards	4.4	x	15%	=	.66
Summary Evaluation Score (Total of Weighted Values) →					4.065

When comparing these two examples with the same ratings in each domain, note that Example 2 results in a Summary Evaluation Score of 3.4625 which falls in the “Performance consistently meets standards” range, while Example 3 results in a Summary Evaluation Score of 4.065, which falls in the “Performance consistently exceeds standards” range.

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PREFACE

First edition: In the 1986-1987 school year, the Texas Association for Counselor Education and Supervision formed a joint task force with the Texas School Counselor Association for the purpose of developing a school counselor performance evaluation instrument. The Task Force amassed sample instruments from school districts in Texas and other states. The instruments varied widely in approach. Too, in some Texas districts school counselors' performance was evaluated using teacher evaluation forms, and in yet others their performance was judged using administrator standards. Thus, one of the early decisions of the Committee was that an appropriate evaluation instrument needed to be based on a professional relevant job description.

Recognizing that the enormity of the task required time and financial support, the Texas Counseling Association (formerly the Texas Association for Counseling and Development) formed the Ad Hoc Committee on School Counselor Issues. The charges to this Committee included updating the current School Counselor Job Description and developing guidelines and procedures for the assessment of professional school counselors. The Ad Hoc Committee began its work in the school year 1987-88 and finished what has become the "The Texas Evaluation Model for Professional School Counselors" (TEMPSC) in 1991.

Second Edition: In 2002, the Texas Counseling Association funded a second Ad Hoc Committee to revise the TEMPSC, based on new laws and standards related to professional school counselors in Texas. The decision to revise the TEMPSC was also based on feedback regarding improvement of the usability and clarity of the original model. Throughout 2002-2003, the TEMPSC revision committee met regularly, and in 2003 the revised model was approved by the Texas Counseling Association Board of Directors and Senate.

**APPENDIX C:
APPLICATION OF THE WEIGHTING SYSTEM**

Three examples illustrating application of the weighting system are presented in Appendix C.

The first example illustrates that a counselor with the highest possible rating of 5 in each domain would receive the highest possible overall Summary Evaluation Score (also 5). In this example, equal weights (12.5%) across all domains were used.

Example 1: The "Perfect" Counselor

	Domain Average	×	Domain Weight (add to 100%)	=	Weighted Domain Value
Domain 1: Program Management	5	×	12.5%	=	.625
Domain 2: Guidance	5	×	12.5%	=	.625
Domain 3: Counseling	5	×	12.5%	=	.625
Domain 4: Consultation	5	×	12.5%	=	.625
Domain 5: Coordination	5	×	12.5%	=	.625
Domain 6: Student Assessment	5	×	12.5%	=	.625
Domain 7: Professional Behavior	5	×	12.5%	=	.625
Domain 8: Professional Standards	5	×	12.5%	=	.625
Summary Evaluation Score (Total of Weighted Values) →					5.00

- (5) develop and implement strategies for effective internal and external communications;
 - (6) facilitate parent/guardian involvement in their children's education;
 - (7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
 - (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.
- (g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
- (1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
 - (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
 - (3) strives toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
 - (4) applies research-based practice to improve the school guidance and counseling program; and
 - (5) continues professional development to improve the school guidance and counseling program.

Source Note: The provisions of this §239.15 adopted to be effective January 23, 2001, 26 TexReg 761

INTRODUCTION

Professional School Counselors

Professional school counselors are educators who have master's degrees in counseling and state school counselor certification. They are dedicated to promoting human worth, dignity, uniqueness, and potential by helping students maximize their learning experience throughout their years in school. Counselors use their ability to relate and effectively communicate with students, parents, teachers, administrators, and others of all age levels and backgrounds in advancing student personal/social, educational, and career development.

According to Texas Education Code (TEC §33.005):

A school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement, and evaluate a developmental guidance and counseling program. The counselor shall design the program to include:

- (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;*
- (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;*
- (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and*
- (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.*

Specialized Professional School Counselor Evaluation Rationale

Texas professional school counselors add value to educational programs by using highly specialized counseling and guidance skills and knowledge, within the framework of the Texas Education Agency's "A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K – 12th Grade" (Third Edition). Texas law (TEC 21.203) requires annual performance evaluation of school counselors, and it is vital that evaluation of school counselors be based on school counselor standards and expertise. This *Texas Evaluation Model for Professional School Counselors*, 2nd Edition, also known as the TEMPSC–II, was developed to address this specialized evaluation need, to promote fair and consistent evaluation of individual school counselors, and to avoid school counselors being evaluated according to criteria developed for teachers or other educational professionals.

Evaluation Model Sections

The *Texas Evaluation Model for Professional School Counselors*, 2nd Edition, consists of four sections, and each section of this model addresses elements of the basis, process, and actual criteria for evaluating school counselor work performance:

- Section I, "Counselor Responsibilities," defines eight major school counselor performance domains, consisting of clusters or areas of school counselor knowledge and skills;
- Section II, "Performance Evaluation Form," consists of the actual evaluation instrument, including specific standards for rating counselor knowledge and skills in each of the eight "domains" of effective school counselor performance;
- Section III, "Descriptors," consists of skill and knowledge statements and examples that clarify the meaning of each standard (descriptors are not rated); and

Section IV, Procedures for School Counselor Performance Evaluation,” explains how to apply the TEMPSC–II throughout the school year.

Model Development

The second edition of the Texas Evaluation Model for Professional School Counselors revises a previous model and is based upon and parallels the Texas Education Agency’s “A Model Developmental Guidance and Counseling Program for Texas Public Schools: A Guide for Program Development Pre-K – 12th Grade.” A team of school counselors, counselor educators, and school guidance directors, selected from across Texas and funded by the Texas Counseling Association, prepared this document for use by those responsible for understanding and evaluating school counselor performance.

TEMPSC-II as a Model

The TEMPSC II is a model. As such, flexibility to allow for adaptations that respect local circumstances is incorporated via the use of a weighting system for the eight broad domains and a “not applicable” option for rating specific standards.

Appendices

To assist users of the TEMPSC–II, several appendices are provided. These include: (A) a glossary with definitions to help clarify the meanings of terms as used in the model; (B) selected state rules and regulations that are reflected in the TEMPSC–II; (C) examples demonstrating the use and effect of the weighting system employed in the TEMPSC, and (D) a reference list.

(4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;

(5) coordinate resources for students within the school and community;

(6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;

(7) participate in the selection, use, and interpretation of assessments and assessment results;

(8) use varied sources of information about students for assessment purposes;

(9) use counseling-related research techniques and practices to address student needs; and

(10) advocate for a developmental guidance and counseling program that is responsive to all students.

(d) Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

(1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;

(2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;

(3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;

(4) implement effective referral procedures to facilitate the use of special programs and services; and

(5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

(e) Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

(1) understand learner differences, including those related to cultural background, gender, ethnicity, learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;

(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and

(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

(f) Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

(1) demonstrate effective communication through oral, written, and nonverbal expression;

(2) use knowledge of group dynamics and productive group interaction;

(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;

(4) facilitate learners' access to community resources;

**APPENDIX B:
SELECTED STATE RULES AND REGULATIONS (continued)**

TEXAS ADMINISTRATIVE CODE, CHAPTER 239, RULE §239.15

CHAPTER 239 STUDENT SERVICES CERTIFICATES
SUBCHAPTER A SCHOOL COUNSELOR CERTIFICATE
RULE §239.15 Standards for the School Counselor Certificate

(a) The knowledge and skills identified in this section must be used by school counselor preparation programs in the development of curricula and coursework and will be used by the State Board for Educator Certification as the basis for developing the assessments required to obtain the appropriate school counselor certificates. These standards must also serve as the foundation for the professional growth plan, and continuing professional education activities required by §239.25 of this subchapter (relating to Requirements to Renew the Standard School Counselor Certificate).

(b) Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (3) career development theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;
- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (2) provide a proactive, developmental guidance program based on the needs of students;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;

**SECTION 1:
COUNSELOR RESPONSIBILITIES**

ASSUMPTIONS

To be effective, school counselors should possess the following personal characteristics: warmth and understanding, an accepting and optimistic attitude about the potentialities of people and the belief that people can change in positive ways, commitment to personal change and growth not only in others, but also in themselves. Counselors must also have the ability to relate and effectively communicate with people of all age levels and ethnic backgrounds. When counselors who possess the competencies described in this document are selected, the probability for having an effective guidance and counseling program is increased.

In order to implement the program with maximum effectiveness, school counselors need to be in a positive work environment, one that includes favorable interpersonal relations among the school staff, administrative commitment to and support of the guidance and counseling program, an adequate budget and guidance materials. Counselors who are employed in a setting that is characterized by adequate physical and attitudinal resources are then free to make their unique contributions to the educational program and to the healthy growth and development of the students.

RESPONSIBILITY DOMAINS

The following eight domains constitute the responsibilities of the professional school counselor. These domains form the basis of the Performance Evaluation Form that is included in the TEMPSC–II.

Program Management Domain Counselors collaboratively plan, implement, evaluate and advocate for a comprehensive developmental guidance program that includes the four components (1) Guidance Curriculum, (2) Responsive Services, (3) Individual Planning, and (4) System Support specified in the Texas Education Code (§33.005). Counselors collaborate with others to determine the relevant balance among the four components to meet student and community needs. Program management requires organizing personnel, physical resources, and activities in relation to defined needs, priorities, and objectives in order to maintain the program's contribution to the total educational program. Counselors use program management competencies in the System Support component of a comprehensive developmental guidance and counseling program.

Guidance Domain In providing guidance, counselors proactively assist all students to develop and apply skills for maximum educational, career, personal, and social growth during school years and beyond. Counselors use guidance competencies to provide developmentally appropriate activities through the Guidance Curriculum and Individual Planning components of a comprehensive developmental guidance and counseling program.

Counseling Domain Counseling is an intervention made available to all students and applying to those whose developmental needs, personal concerns, or problems affect their continued educational, career, personal or social development. Counselors use counseling competencies in the Responsive Services component of a comprehensive developmental guidance and counseling program.

Consultation Domain Counselors, functioning as consultants, advocate for students and provide professional expertise to help faculty, staff, administrators, parents, and other community members understand individual behavior and human relationships. Counselors interpret relevant information to these persons concerning the development and needs of students. The counselor consults with others to increase the effectiveness of student education and promote student success. Counselors may use consultation competencies in any of the four components of a comprehensive developmental guidance and counseling program.

Coordination Domain Counselors as coordinators bring together people and resources in the home, school, district, and community to support students' optimal academic, career, personal, and social development.

Working with students' parents or guardians, and/or school personnel, counselors coordinate referrals to other resources as appropriate. Counselors may apply coordination competencies in any of the four

components of a comprehensive developmental guidance and counseling program.

Student Assessment Domain In student assessment, counselors interpret standardized test results and other available student data to promote sound decision making among students and others involved in students' development. Counselors also promote understanding of ethical and legal uses and limitations of assessment. Counselors apply student assessment competencies in the Individual Planning, Responsive Services, and System Support components of a comprehensive developmental guidance and counseling program.

Professional Behavior Domain Professional school counselors accept responsibility for self-directed professional development through continuous efforts to improve their competence in meeting and exceeding standards in performing their jobs. Professional behavior also entails the expectation that counselors have responsibility to improve the inclusivity of the school environment and to maintain collaborative inter-professional relationships. Professional school counselors demonstrate professional behavior in all components of a comprehensive developmental guidance and counseling program; however, accountability for time dedicated to these activities applies to the System Support component.

Professional Standards Domain Professional school counselors adhere to professional standards in all components of a comprehensive developmental guidance and counseling program. Time dedicated to activities that promote understanding and application of professional rules, policies, regulations, and guidelines is accounted for in the System Support component of a comprehensive developmental guidance and counseling program

JOB DESCRIPTION

A counselor's job description reflects the specific application of the domains and standards appropriate to his or her job assignment within the local comprehensive developmental guidance and counseling program.

It is important to note that counselors' specific job descriptions vary depending on their work setting and the counselor-to-student ratio. Although every school counselor generally has responsibilities in all eight domains described in the Counselor Responsibilities section, not all domains are necessarily equally balanced for all counselors. Occasionally a standard listed under a domain in the *Performance Evaluation Form* may not be applicable to a particular counselor. Hence, an individual counselor's specific responsibilities should be defined collaboratively by the counselor and the administrator in response to the school's and districts needs and priorities.

(b) During the first school year a student is enrolled in a high school or at the high school level in an open-enrollment charter school, and again during a student's senior year, a counselor shall provide information about higher education to the student and the student's parent or guardian. The information must include information regarding:

- (1) the importance of higher education;
- (2) the advantages of completing the recommended or advanced high school program adopted under Section 28.025(a);
- (3) the disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
- (4) financial aid eligibility;
- (5) instruction on how to apply for federal financial aid;
- (6) the center for financial aid information established under Section 61.0776;
- (7) the automatic admission of certain students to general academic teaching institutions as provided by Section 51.803; and
- (8) the eligibility and academic performance requirements for the TEXAS Grant as provided by Subchapter M, Chapter 56, as added by Chapter 1590, Acts of the 76th Legislature, Regular Session, 1999.

Added by Acts 2001, 77th Leg., ch. 1223, § 1, eff. June 15, 2001.

implement, and evaluate a developmental guidance and counseling program. The counselor shall design the program to include:

- (1) a guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives;
- (2) a responsive services component to intervene on behalf of any student whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk;
- (3) an individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development; and
- (4) system support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Amended by Acts 2001, 77th Leg., ch. 1487, § 2, eff. June 17, 2001.

§ 33.006. Counselors

(a) The primary responsibility of a school counselor is to counsel students to fully develop each student's academic, career, personal, and social abilities.

(b) In addition to a school counselor's responsibility under Subsection (a), the counselor shall:

(1) participate in planning, implementing, and evaluating a comprehensive developmental guidance program to serve all students and to address the special needs of students:

(A) who are at risk of dropping out of school, becoming substance abusers, participating in gang activity, or committing suicide;

(B) who are in need of modified instructional strategies; or

(C) who are gifted and talented, with emphasis on identifying and serving gifted and talented students who are educationally disadvantaged;

(2) consult with a student's parent or guardian and make referrals as appropriate in consultation with the student's parent or guardian;

(3) consult with school staff, parents, and other community members to help them increase the effectiveness of student education and promote student success;

(4) coordinate people and resources in the school, home, and community;

(5) with the assistance of school staff, interpret standardized test results and other assessment data that help a student make educational and career plans; and

(6) deliver classroom guidance activities or serve as a consultant to teachers conducting lessons based on the school's guidance curriculum.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

Amended by Acts 2001, 77th Leg., ch. 1487, § 3, eff. June 17, 2001.

§ 33.007. Counseling Regarding Higher Education

(a) Each counselor at an elementary, middle, or junior high school, including an open-enrollment charter school offering those grades, shall advise students and their parents or guardians regarding the importance of higher education, coursework designed to prepare students for higher education, and financial aid availability and requirements.

SECTION 2: PERFORMANCE EVALUATION FORM

The TEMPSC–II evaluation instrument is called the *Performance Evaluation Form*. It is based on the eight domains of the Counselor Responsibilities section of the TEMPSC–II.

DOMAINS, STANDARDS, AND DESCRIPTORS

Eight domains represent areas in which professional school counselors are appropriately involved, and each domain includes several related standards on which the counselor is evaluated. Each standard is further clarified by several descriptors. The descriptors provided for each standard are listed in a separate section of the TEMPSC-II rather than in the *Performance Evaluation Form* itself.

QUALIFICATIONS OF EVALUATORS

Whenever possible, evaluators using the TEMPSC–II should hold professional school counselor certification. Evaluations should be conducted by those whose job role specifically includes direct administrative responsibility of the counselor. It is possible that several evaluators may be involved in the evaluation of a counselor; for example, a principal and a director of guidance might share administrative and evaluative responsibilities for an individual counselor.

All evaluators, whether certified as counselors or not, should be appropriately trained in the use of the TEMPSC–II to help promote inter-rater fairness and consistency. The Texas Counseling Association has developed content and procedural guidelines for such training.

FLEXIBILITY OF TEMPSC–II

The TEMPSC–II follows each of the eight domains of the professional school counselor's responsibilities and the specific standards in the *Performance Evaluation Form*; however, all of the domains or standards may not be equally applicable to individual counselors in different professional assignments. Hence, TEMPSC–II was developed by the Texas Counseling Association as a model, with the understanding that it could be adapted as needed at the local level. Provisions for these adaptations of the *Performance Evaluation Form* are made primarily through the "Not Applicable" rating option for each standard and through a system for weighting the domains for an individual counselor.

WEIGHTING AND RATING

Weighting reflects the relative importance of each domain within an individual counselor's job assignment. A weight is assigned to each domain to reflect how much of a counselor's resources are expected to be appropriated to that domain. Rating reflects the evaluator's judgment about the quality of a counselor's performance on a standard. Details about the rating scale and the application of weights are presented later under "Directions for Completion of the Performance Evaluation Form."

DIRECTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM:

1. **Complete the background information on the first page of the *Performance Evaluation Form***
2. **Assign weights to each domain:** The individual is to be evaluated in light of his/her responsibilities within the overall guidance program. Therefore, weights for each of the domains should be agreed upon by the counselor and the evaluator at the beginning of the evaluation period and recorded on the first page of the *Performance Evaluation Form* (as percentages appropriate to the counselor's responsibilities). This page should be signed at the beginning of the evaluation period to confirm the weights and other information thereon.

A vital characteristic of the TEMPSC-II is that the overall performance rating is based on weights assigned to each of the eight domains. These weights may vary from counselor to counselor. Many counselors, maybe most, provide comprehensive functions in their schools' guidance and counseling program, thus fulfilling responsibilities in all eight domains. If all eight domains have equal priority for a counselor's performance, the weight (percentage) for each domain is equal (12.5%).

The relative importance of each of the domains may vary for individual counselors depending on an individual's specific job assignment, and/or the campus and district priorities for that individual within the guidance program. Thus, for an individual counselor some domains may be given more weight, others less. For example, program management may be more heavily weighted for a counselor who is the department head than for a counselor who specializes in small groups. Counseling may be more heavily weighted for a counselor who specializes in small groups than for one whose primary responsibility is developmental guidance, and so on.

In weighting the domains, it should be understood that domains 1 through 6 share a common characteristic not applicable to domains 7 and 8. For domains 1 through 6, the primary resource assigned to each reflects the quantity of time the counselor is expected to spend in that domain. Domains 7 and 8 are different, in that there is more to consider than time spent. Weighting of domains 7 and 8 reflects allocation of resources that are sometimes difficult to quantify. In these domains, counselors are expected to demonstrate adherence to the specified standards throughout their work. Therefore, in addition to the relative time spent on these standards, the evaluator and the counselor consider non-temporal resources applied by the counselor such as the counselor's degree of energy devoted, quality of thinking used, intensity of commitment to the standard, and dedication to professionalism. Weights for domains 7 and 8 should be at least 12.5% each, although higher weights for these domains are an option.

The weight assigned to each domain should be mutually agreed upon by the counselor and the evaluator at the beginning of the evaluation period. Mutuality implies parallel expectations for the counselor's job performance for the upcoming evaluation period. The weights may be determined annually, or from one evaluation period to the next, but they should not be altered during the evaluation period except in unusual circumstances. Changes in weights during an evaluation period, should they be necessary, should occur with mutual agreement.

Examples of applications of the weighting system and effects of varying weights are presented in Appendix C.

2. **Rate counselor performance on each of the standards:** The following rating scale is recommended for each standard:

5	=	Performance is clearly outstanding
4	=	Performance consistently exceeds standard
3	=	Performance consistently meets standard
2	=	Performance is below expectations; consultation is required; and improvement is needed in specific areas
1	=	Performance is unsatisfactory, and little or no improvement has resulted from consultation
NA	=	Not applicable

3. **Compute the average (mean) for each domain:** Determine the domain average by adding the ratings of the standards in the domain and then dividing by the number of standards rated. If a standard is not applicable, "NA" is recorded on the form, and a value for that standard is not figured as part of the domain's average. Spaces for *comments*, *strengths*, and *areas to address* are provided on the *Performance Evaluation Form* for each domain. It is not necessary for the evaluator to comment on each standard or domain; however, comments are encouraged for areas where exceptional strength is indicated or for areas that require improvement.

4. **Calculate the Summary Evaluation Score:** To obtain the overall rating, multiply the domain average for each domain by its pre-determined weight (%) and then add these weighted domain values to arrive at a total of weighted values. Record this total of weighted domain values in the space for the "Summary Evaluation Score" on the last page (Summary Sheet) of the *Performance Evaluation Form*.

APPENDIX B: SELECTED STATE RULES AND REGULATIONS

TEXAS EDUCATION CODE, CHAPTER 33, SUBCHAPTER A:

CHAPTER 33. SERVICE PROGRAMS AND EXTRACURRICULAR ACTIVITIES

SUBCHAPTER A. SCHOOL COUNSELORS AND COUNSELING PROGRAMS

§ 33.001. Applicability of Subchapter [Repealed by Acts 2003, 78th Leg., ch.1276 § 6.005(b), eff. September 1, 2003]

§ 33.002. Certified Counselor

- (a) This section applies only to a school district that receives funds as provided by Section 42.152(i).
- (b) A school district with 500 or more students enrolled in elementary school grades shall employ a counselor certified under the rules of the State Board for Educator Certification for each elementary school in the district. A school district shall employ at least one counselor for every 500 elementary school students in the district.
- (c) A school district with fewer than 500 students enrolled in elementary school grades shall provide guidance and counseling services to elementary school students by:

- (1) employing a part-time counselor certified under the rules of the State Board for Educator Certification;
- (2) employing a part-time teacher certified as a counselor under the rules of the State Board for Educator Certification; or
- (3) entering into a shared services arrangement agreement with one or more school districts to share a counselor certified under the rules of the State Board for Educator Certification.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 1276, § 6.005(a), eff. Set. 1, 2003.

§ 33.003. Parental Consent

The board of trustees of each school district shall adopt guidelines to ensure that written consent is obtained from the parent, legal guardian, or person entitled to enroll the student under Section 25.001(j) for the student to participate in those activities for which the district requires parental consent.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 33.004. Parental Involvement

- (a) Each school shall obtain, and keep as part of the student's permanent record, written consent of the parent or legal guardian as required under Section 33.003. The consent form shall include specific information on the content of the program and the types of activities in which the student will be involved.
- (b) Each school, before implementing a comprehensive and developmental guidance and counseling program, shall annually conduct a preview of the program for parents and guardians. All materials, including curriculum to be used during the year, must be available for a parent or guardian to preview during school hours. Materials or curriculum not included in the materials available on the campus for preview may not be used.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

§ 33.005. Developmental Guidance and Counseling Programs

A school counselor shall work with the school faculty and staff, students, parents, and the community to plan,

Regulations: Rules and administrative codes issued by governmental agencies at all levels, municipal, county, state and federal. Although they are not laws, regulations have the force of law, as they are adopted under authority granted by statutes, and often include penalties for violations. See “Rules.”

Reliability: The consistency of an assessment technique. A student’s obtained score on a reliable instrument is relatively free from measurement errors. In student assessment, reliability often addresses questions such as: Are results stable over time? Are results similar when using different versions (forms) of the same instrument?

Remedial: Activities within the comprehensive developmental counseling and guidance program that are designed to help students overcome barriers, personal concerns, and problems.

Responsive Services: The component of a comprehensive developmental school guidance and counseling program that encompasses interventions on behalf of students whose developmental needs, personal concerns or problems affect continued personal-social, career and/or educational development.

Rules: Established standards, guides, or regulations established by an authority. Rules, adopted under authority granted by statutes, have the force of law. See *Regulations*. The Texas Administrative Code is the compilation of all state agency rules in Texas. The State Board for Educator Certification, for example, adopts rules to govern the standards of the education profession, and the State Board of Education adopts rules relating to education.

School Improvement Plan: An annual plan mandated by the state to address student achievement, school climate, budget, and staffing. The School Improvement Plan is developed by faculty, staff, and community members. (Texas Education Code, § 11.253)

Standard: A sub-level of a domain that defines the expected level of professional school counselor performance. See *Domain*.

Standard error of measurement: A statistic that describes how a student’s scores would vary if repeatedly measured by the same assessment tool. As the reliability of an assessment increases, the standard error of measurement decreases.

Supervision: Provision of constructive professional feedback regarding a counselor’s performance in comparison to TEMPSC–II standards. The purpose of professional supervision is to promote counselor effectiveness.

System Support: The component of a comprehensive developmental guidance and counseling program that includes management activities required to assure the delivery of a high quality comprehensive developmental guidance and counseling program.

Teaching: Instructor-directed and learner-centered functions designed to impart knowledge and to assist students to apply their learning. See *advising, counseling, and guiding*.

Validity: The degree to which an assessment measures what it is intended to measure.

Vertical Team (counselors): A group of counselors within a school district representing pre-K – 12 grade levels.

5. **Sign the Summary Sheet of the *Performance Evaluation Form*:** Signatures of the evaluator and the counselor are required at the end of the Performance Evaluation Form to acknowledge that the evaluation has been discussed with and presented to the counselor. The counselor’s signature does not necessarily indicate agreement with the evaluator’s ratings.

PERFORMANCE EVALUATION FORM DATA SHEET

NAME OF COUNSELOR: _____

SCHOOL AND DISTRICT: _____

EVALUATION PERIOD: _____ through _____
month/day/year month/day/year

YEARS OF COUNSELING EXPERIENCE:

Present counseling position	_____	Total in other districts	_____
Total in current district	_____	Other counseling experience	_____

ASSIGNMENT (check applicable): Elementary Middle/Junior High High Post-secondary

CASELOAD: Assignment _____ Number _____

EVALUATOR (name printed): _____ Title _____

WEIGHTS (%) for each domain agreed upon by the counselor and evaluator at the beginning of the evaluation cycle:

_____	Program Management
_____	Guidance
_____	Counseling
_____	Consultation
_____	Coordination
_____	Student Assessment
_____	Professional Behavior
_____	Professional Standards
100%	TOTAL

PROFESSIONAL ACTIVITIES: This section is to be used by the counselor to update his/her professional file with current professional activities and organizational memberships.

Evaluator signature date Counselor signature date

Ethical Standards: A set of principles describing accepted and honorable professional responsibilities and conduct; a guide for ethical behavior; a professional code of conduct.

Evaluation: Gathering and analyzing data regarding a professional school counselor's performance in comparison to stated TEMPSC--II standards to determine quality and promote improvement.

Guidance: (1) A program of activities that addresses self-confidence development; motivation to achieve; decision-making, goal setting, planning, problem-solving, interpersonal effectiveness; communication skills; cross-cultural effectiveness; and responsible behavior. (2) Guidance is one of the eight domains in the TEMPSC-II.

Guidance Advisory Committee: A group providing guidance program staff with information and direction in addressing issues related to guidance program design and implementation. Committee members may include students, teachers, parents, community and business representatives, administrators, and district-level representatives.

Guidance Curriculum: The component of a comprehensive developmental guidance and counseling program that provides guidance content in a systematic way for all students for the purpose of helping them develop basic life skills.

Guidance-Related Curricula (state, district): Items from the Texas Essential Knowledge and Skills (TEKS) and district-adopted curricula that relate to the content of the comprehensive developmental guidance and counseling program.

Guidance-Related Student Results: Competencies demonstrated by students as a result of participation in the activities of a comprehensive developmental guidance and counseling program.

Guidelines: Guides, principles, or policies for assessing past and current actions and determining a future courses of action.

Guiding: Student-centered and counselor-directed functions that assist students with acquiring objective and subjective information and applying that information as they progress through decision-making, goal-setting, action planning, and/or problem solving. Guiding functions are non-judgmentally conducted by trained professionals. See *advising, counseling, and teaching*.

Individual Planning: The component of a comprehensive developmental guidance and counseling program that assists students in monitoring and understanding their development as they plan and manage their own educational, career and personal-social development.

Laws: Statutes enacted through the legislative process. The Texas Education Code is state law governing education.

Model: A pattern, a template, an ideal for adherents to follow. See Comprehensive Developmental Guidance and Counseling Program Model.

Policy: A plan of action; a way of management. School board policies have the force of law.

Preventive: Activities within the comprehensive developmental counseling and guidance program that are designed to promote students' positive growth and development while avoiding harm or negative consequences.

Professionalism: Professional school counselors' commitment to the specialized skills and ethical standards of the counseling profession along with the manifestation of competence as demonstrated by sound knowledge and conscientiousness that reflect the results of education, training, and experience.

Program: A collection of activities organized to assist participants to attain specified goals and objectives. It is delivered by trained professionals supported by the materials, facilities, personnel, and equipment needed to effectively and efficiently deliver the activities. See Comprehensive Developmental Guidance and Counseling Program Model.

**APPENDIX A:
GLOSSARY**

Advising: Advisor-directed, student centered functions that assist students with acquiring and evaluating objective and subjective information and illustrate possible student decisions based on this information. Advising is provided non-judgmentally by professionals who have appropriate training. See *counseling, guiding, and teaching.*

Anecdotal record: Brief written description of an observed behavior that records an objective account of a behavior and the context in which it occurred.

Assessment (student): Any means of obtaining data to draw inferences about students. Assessment includes a broad range of formal and informal methods such as standardized tests, interviews, rating scales, and questionnaires.

Bias (of assessment): Bias occurs when an assessment is affected by factors that are not intended to be measured. In specific cases, such biasing factors might include gender, native language, race, socioeconomic influences, and physical disabilities.

Component: One of the four sets of related activities specified in the comprehensive developmental school guidance and counseling program. The four components are: Guidance Curriculum, Responsive Services, Individual Planning, and System Support, and each of these is an integral part of the whole program.

Comprehensive: All encompassing, consisting of all program elements: content; organizational framework, activities and time allocations; and resources. See Comprehensive Developmental Guidance and Counseling Program Model.

Comprehensive Developmental Guidance and Counseling Program Model: A description of an exemplary school-based program designed to provide optimum professional guidance and counseling services to students. Its design, based on identified student development needs and acquisition/application of guidance-relevant content, directs allocation of program resources according to clearly identified priorities. Its delivery system organizes program activities according to four components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. See related definitions of Comprehensive, Developmental, Guidance, Program, and Model.

Counseling: A student-centered and counselor facilitated process that entails applying appropriate theories and techniques to assist students to specify and resolve personal problems or concerns. See *advising, guiding, and teaching.*

Crisis: A negative personal or school emergency situation or event of major proportion.

Cultural Sensitivity: Appreciating and respecting one’s own culture and the cultures of others and relating effectively across cultures.

Descriptor: A subdivision of a standard in the TEMPSC–II, used to describe competencies within a particular standard.

Developmental: Typical pattern of age-appropriate and anticipated human growth and maturation. See Comprehensive Developmental Guidance and Counseling Program Model.

Diversity: “Distinctiveness and uniqueness among and between human beings.” (Council for Accreditation of Counseling and Related Educational Programs, 2001, p. 103)

Domain: A broad category of responsibilities through which public school counselors demonstrate competencies required in their positions. The TEMPSC–II includes eight domains.

Equitable Access: Equal opportunity for all students to use the resources and services of the school’s comprehensive developmental guidance and counseling program.

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN I: PROGRAM MANAGEMENT	Rating
Standard 1: Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)	
Standard 2: Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)	
Standard 3: Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)	
Standard 4: Promotes the balanced provision of program content areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).	
Standard 5: Manages program personnel and/or other program resources.	
Standard 6: Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, Section 33.005)	
Standard 7: Advocates the school developmental guidance and counseling program and counselors’ ethical and professional standards with school personnel, parents, students, and the community.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN II: GUIDANCE	Rating
Standard 1: Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.	
Standard 2: Conducts structured group lessons to deliver the Guidance Curriculum effectively.	
Standard 3: Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum.	
Standard 4: Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own educational development including provision of information regarding post-secondary opportunities. (Texas Education Code, Section 33.007)	
Standard 5: Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own career development. (Texas Education Code, Section 33.007)	
Standard 6: Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student's own personal and social development. (Texas Education Code, Section 33.006)	
Standard 7: Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

Step 5: Evaluation Conference

A conference between the counselor and evaluator is conducted. During the evaluation conference, the counselor and evaluator should discuss the counselor's strengths and weaknesses and should dialogue until mutual understanding is reached and the evaluator has enough information to make his/her final ratings.

Step 6: Final Completion of the Performance Evaluation Form

Following the evaluation conference, the evaluator assigns final ratings on the *Performance Evaluation Form*. Both parties involved indicate by signature that the evaluation conference has occurred and that the ratings have been received by the counselor. The counselor's signature indicates that he/she has read the evaluation report and does not necessarily indicate agreement with the evaluation. District-adopted procedures should be followed in the case of disagreement.

The counselor should have the opportunity to respond to the evaluation in writing and be prepared to present documentation to support his/her position. The counselor and/or evaluator should also have the option of requesting an additional evaluation in a timely manner. If mutual understanding is not reached, a consultation with a qualified third party may be appropriate.

Step 7: Distribute/File Results According to School Policy

The counselor should receive a copy of the signed evaluation form in a timely manner. Disposition of the copies of the *Performance Evaluation Form* should follow established District procedures. If the counselor has responded to the evaluation in writing, this written response is attached to all copies of the signed evaluation form.

Step 8: Formulate Professional Development Plan for the Subsequent School Year

A professional development plan emerges from the completed evaluation process. This plan identifies areas in which the counselor intends to focus his/her professional development efforts during the next year and suggestions as to how this will be carried out. The professional development plan should take in to consideration the individual's short/intermediate/long-term goals and the school's or district's program priorities. Professional development is the responsibility of all professional school counselors.

Counselors with performance ratings of "Below Expectations" or "Unsatisfactory" at the summary, domain, or standard level should be required to address low-rated areas in their professional development plans. It is also appropriate in the plan to identify commitments from the evaluator/administrator to assist the counselor in achieving these goals.

A professional development plan includes: (1) identification of a specific professional objective (or objectives) formulated from the TEMPSC-II standards and/or Descriptors; (2) a list of activities/tasks to be accomplished; (3) a time frame for activity accomplishment; (4) identification of acceptable evidence of achievement; and (5) signatures of the counselor and the evaluator implying mutual agreement and joint responsibility.

oriented; typically no grade is given; and the counselor may not be trained in the specifics of particular teaching techniques.

Observations During a Counseling Session

Observation of a live or taped individual or group counseling session presents sensitive and controversial issues. Therefore, it is necessary to consider such ethical issues as confidentiality, rights to free expression, or such practical issues as differences in orientations or theoretical awareness of the counselor and the evaluator.

If observation of a counseling session occurs, these guidelines should be followed: (1) the observation should be scheduled; (2) the schedule should be set by the counselor; (3) agreement should be reached in advance regarding what is to be observed and how the observation will be conducted; and (4) the client, the counselor and/or the evaluator have the right to terminate the observation in the best interest of the student(s) or family.

Observations of Other Counselor Functions

Other counselor functions, such as guiding students in individualized career/educational planning, consulting with parents and staff, and referral are possible sources of observation-based data. The general guidelines for all observations presented earlier should be considered, regardless of the activity being observed.

Self Reports as Data Bases

Information compiled by the counselor and reported to the evaluator may include a variety of formats such as logs, time charts, anecdotal information, and counselor self-evaluation. For the latter, it is recommended that the counselor complete the *Performance Evaluation Form* with appropriate written comments and present this to the evaluator prior to the evaluation conference.

Accomplishment of Professional Development Plan Objectives as a Data Base

The level of accomplishment of objectives identified on a counselor's professional development plan provides data for the counselor's performance evaluation. A more detailed discussion of professional development plans is offered in "Step 8: Formulate Professional Development Plan."

Input from Other People as a Data Base

A variety of other human resources such as students, parents, teachers, administrators, supervisors, and external consultants may be called upon to provide information useful in the performance evaluation process. If used, such information should be adequately documented. Proper precautions should be used to guard against over-emphasizing isolated reports from these sources. Reported input, both positive and negative, should be presented in balance with what was received. The use of effectiveness surveys might be helpful in this data base. The counselor should be aware if any such surveys are conducted.

Miscellaneous Documents as Data Bases

Numerous other resources potentially provide valuable insight into the effectiveness of a counselor's performance. These include documents such as written plans for guidance program activities, staffing committee reports, yearly planning calendar, program goals, records, lists of students served by grade level, written summaries of professional development activities, etc.

Step 4: Preliminary Completion of the Performance Evaluation Form

Both the counselor and the evaluator should independently rate the counselor's performance using the *Performance Evaluation Form* as the basis for the subsequent evaluation conference. Both should be prepared to explain their ratings in the conference and/or to adjust them as necessary during the conference. All data supporting the ratings should be available at this time.

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN III: COUNSELING	Rating
Standard 1: Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.	
Standard 2: Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN IV: CONSULTATION	Rating
Standard 1: Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006)	
Standard 2: Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student’s environment, and human relationships.	
Standard 3: Collaboratively provides professional expertise to advocate for individual students and specific groups of students.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

DESCRIPTION OF STEPS IN THE ANNUAL EVALUATION CYCLE

Step 1: Orientation

Ideally, all counselors and administrators using the TEMPSC–II will have become familiar with the model through formal training workshops. New counselors, administrators or others involved in counselor performance improvement efforts who are not familiar with it should be trained as soon as possible. At a minimum, orientation to the system must be provided at the outset of an evaluation period.

Step 2: Pre-evaluation Conference

A pre-evaluation conference between the counselor and the evaluator(s) should be scheduled as early as possible in the evaluation period. The primary purpose of this conference is for the counselor and the evaluator to communicate expectations and to confirm details regarding the counselor’s **job description**, establishing criteria for performance evaluation.

During the pre-evaluation conference, after a thorough exploration of the domains, standards, and descriptors relative to the counselor’s assignment, the counselor and evaluator should agree on the domain **weights** to be used in arriving at the Summary Evaluation Score.

It is also appropriate during this conference to discuss **constraints** that might limit the counselor’s performance on the criteria to be rated, such as high student-to-counselor ratio, limited accessibility to students, less than full-time employment, etc.

Finally, **data-bases** to be used in determining ratings should be identified during this conference. Suggested data-bases are outlined in the “Gather Data” section which follows.

Agreements reached in this conference should be officially documented and should not be changed without mutual counselor/evaluator consent.

Step 3: Gather Data

Various sources of information are available to document the counselor’s performance upon which the evaluator’s judgments are made. The sources of information that will be used to document ratings on the Performance Evaluation Form are referred to as “data bases.” Several of these data-bases are described below and are intended to serve as possibilities only.

Observation Results as a Data Base Counselors may be observed performing a variety of professional activities. Before discussing these activities in more detail, guidelines are offered regarding observations in general:

- A pre-observation conference should be conducted in which the counselor outlines objectives and plans for the session(s) to be observed, and the ground rules of the observation are mutually established.
- The observer should focus on the counselor’s behaviors (live or taped).
- Descriptors found in the TEMPSC-II may be used to develop appropriate forms for supporting observation of different counselor functions.
- Data gathered during the observation should be analyzed to delineate which behaviors need to be reinforced and which need to be changed.
- A post-observation conference focused on the data analysis from the previous step should occur.
- Opportunities for multiple observations should be available.

Observations of Classroom/Developmental Guidance

Regarding observation of developmental guidance activities, it should be understood that many aspects of standard teacher assessment instruments, including the “Professional Development and Appraisal System” (TEC §21.351) are not routinely applicable to classroom guidance sessions. The observer should consider that the counselor is not the regularly assigned teacher for the class; guidance goals are more often affectively than cognitively

**SECTION 4:
PROCEDURES FOR USING THE TEMPSC-II**

INTRODUCTION

The TEMPSC-II model recommends procedures for fair and consistent supervision and evaluation of professional school counselors. These procedures (outlined below) encompass the entire year of an evaluation cycle. The process begins with an orientation to the performance evaluation model and clarification of the individual school counselor's responsibilities within the implementation of the campus comprehensive developmental guidance and counseling program. Observations, conferences, and other sources of data provide the basis for professional supervision throughout the school year and support for judgments reflected in the evaluation ratings summarized on the *Professional Evaluation Form*. These summative ratings result in suggestions for continued enhancement of the counselor's performance.

TIMING IN THE ANNUAL EVALUATION CYCLE

The TEMPSC-II *Performance Evaluation Form* should be completed by an evaluator at least once per school year (TEC §21.203), preferably in the spring. For new counselors or those whose earlier ratings (either over-all or in any particular domain) suggest a need for improvement, more frequent use of the TEMPSC-II *Performance Evaluation Form* might be appropriate.

The chart below presents a suggested annual time line for the TEMPSC-II evaluation cycle. Specific times may vary as defined by a school district, but the steps and their relative timing are highly recommended. Steps in the annual evaluation cycle are explained in more detail following the chart.

Step 1	August	Orientation to the TEMPSC-II (for counselors new to the evaluation system)
Step 2	August	Pre-evaluation conference to specify counselor responsibilities (evaluator and counselor)
Step 3	September-March	Gather data during the school year (counselor)
Step 4	April	Preliminary completion of the <i>Performance Evaluation Form</i> (evaluator and counselor, independently)
Step 5	April	Evaluation conference (evaluator and counselor)
Step 6	May	Final completion of <i>Performance Evaluation Form</i> (evaluator)
Step 7	May	Distribute/file results according to school policy
Step 8	May-August	Formulate Professional Development Plan for the subsequent school year (counselor)

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN V: COORDINATION	Rating
Standard 1: Coordinates people and other resources in the school, home, and community to promote student success.	
Standard 2: Uses an effective process when referring students, parents, and/or others to special programs and services.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN VI: STUDENT ASSESSMENT	Rating
Standard 1: Adheres to legal, ethical, and professional standards related to assessment.	
Standard 2: With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.	
Standard 3: Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

Standard 3 Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)

Descriptors

1. Builds meaningful relationships with students.
2. Applies basic guidance and counseling knowledge.
 - Understands, applies, and articulates own theoretical framework with respect to guidance and counseling, psychology, and human dynamics
 - Knows developmental characteristics of age-group served.
 - Knows guidance content and the developmental comprehensive guidance program model.
 - Uses effective problem-solving skills.
 - Uses effective decision-making skills.
 - Educates effectively.
 - Demonstrates a working knowledge of group dynamics.
3. Maintains and interprets records and notes in accordance with professional standards.
4. Maintains confidentiality in accordance with professional standards.
5. Demonstrates sound professional judgment.
6. Maintains objectivity in problem situations.
7. Is aware of own personal, emotional, and/or professional limitations.
8. Applies other competencies specified by guidance and counseling specialists.
9. Follows professional standards related to assessment.

Standard 4 Promotes and follows ethical standards for school counselors.

Descriptors

1. Adheres to the ethical standards of the Texas School Counselor Association, the American School Counselor Association, the Texas Counseling Association, and the American Counseling Association.
2. Adheres to the ethical standards of the Texas State Board for Educator Certification. (<http://www.sbec.state.tx.us>)
3. Adheres to other relevant ethical guidelines.

Standard 5 Demonstrates professional and responsible work habits.

Descriptors

1. Performs responsibilities in an organized, timely, and dependable manner.
2. Complies with district's standards for attendance.
3. Uses time and other resources appropriately.
4. Is considerate of others' time and responsibilities.
5. Complies with district standards for professional appearance and demeanor.

Standard 6 Uses professional written and oral communication and interpersonal skills.

Descriptors

1. Uses listening skills effectively.
2. Uses effective interpersonal skills.
3. Uses professionally appropriate verbal and non-verbal communication skills.
4. Uses professionally appropriate writing skills.
5. Is informed and confident in expression, consistent with the professional school counselor's role.
6. Exhibits sensitivity, empathy, and acceptance in establishing and maintaining rapport.
7. Communicates effectively and appropriately with and about others.

Standard 3 Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.

Descriptors

1. Maintains positive working relationships with other counselors, teachers, administrators, and other school personnel.
2. Understands the roles and responsibilities of others who work with students (i.e., teachers, parents, counselors, administrators, and other specialists).
3. Works cooperatively with administrators and others to garner support for the guidance program.
4. Seeks administrative support on matters of concern.
5. Contributes to organizational solutions outside of assigned responsibilities.
6. Works as a team member in striving to solve organizational problems.
7. Collaborates with professional school counselors in vertical teams to facilitate student transitions and for guidance program articulation.
8. Collaborates with administrators and other campus staff members in the development of the campus improvement plans and goals.
9. Works collaboratively as a team member with other counselors, administrators, faculty members, and other staff members in the school and district.
10. Handles decisions of superiors appropriately.
11. Recognizes own leadership role on campus and accepts associated responsibilities.
12. Participates constructively in guidance program staff, faculty, and other meetings.

DOMAIN VIII: PROFESSIONAL STANDARDS

Standard 1 Adheres to legal standards including school board policies.

Descriptors

1. Observes relevant legal standards such as the responsibilities and other requirements outlined in the Texas Education Code, Sections 33.001-007, 21.356, 22.051, and 11.252.
2. Uses legal procedures in handling student matters. (Texas Education Code, Sections 38.004 and 38.010; Texas Family Code, Section 32.004)
3. Maintains and interprets records and notes within legal parameters such as those specified in the Family Educational Rights and Privacy Act [FERPA] of 1974, a.k.a. the Buckley Amendment: Texas Education Code, Section 26.004; and Texas Attorney General Opinion No. JC-0538.
4. Maintains confidentiality within legal parameters such as those specified in the Family Educational Rights and Privacy Act [FERPA] of 1974, a.k.a. the Buckley Amendment: Texas Education Code, Section 26.004; and Texas Attorney General Opinion No. JC-0538.
5. Maintains current professional Standard School Counselor Certification. (Texas Administrative Code, Rule §239.25)
6. Follows district policies.

Standard 2 Adheres to state, district, and campus standards, regulations, and procedures.

Descriptors

1. Supports district goals.
2. Supports campus goals.
3. Complies with letter and intent of regulations and procedures.
4. Implements guidance program and professional school counselors' role in accordance with state, district, and campus guidelines.
5. Understands the school system organization and operation.
6. Completes guidance-related reports in a timely and efficient manner.

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN VII: PROFESSIONAL BEHAVIOR	Rating
Standard 1: Demonstrates professionalism, including a commitment to professional development.	
Standard 2: Advocates for a school environment that acknowledges and respects diversity.	
Standard 3: Establishes and maintains professional relationships with administrators, teacher, other school personnel, parents, and community members.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

RATING SCALE FOR EACH STANDARD:

5=Clearly outstanding, 4=Exceeds standard, 3=Meets standard, 2=Below expectation, 1=Unsatisfactory, NA=Not applicable

DOMAIN VIII: PROFESSIONAL STANDARDS	Rating
Standard 1: Adheres to legal standards including school board policies.	
Standard 2: Adheres to state, district, and campus standards, regulations, and procedures.	
Standard 3: Is committed to current professional standards of competence and practice. (Texas Administrative Code, Rule §239.15)	
Standard 4: Promotes and follows ethical standards for school counselors.	
Standard 5: Demonstrates professional and responsible work habits.	
Standard 6: Uses professional written and oral communication and interpersonal skills.	
TOTAL →	
DOMAIN AVERAGE →	

Comments:

Strengths:

Areas to Address:

3. Clearly explains scores on standardized assessments using terminology understood by school personnel and parents.
4. Explains limitations of assessment data during interpretation to school personnel and parents.
5. Provides assessment information to school personnel and parents in a timely manner.
6. Interprets test and other assessment results to school personnel and parents in a manner that will assist them in identifying students' characteristics such as strengths, weaknesses, and interests.
7. When interpreting test and other assessment results to school personnel and parents, integrates additional information about students (such as information gathered during guidance and counseling program activities, through observations, and from conferences with others).

DOMAIN VII: PROFESSIONAL BEHAVIOR

Standard 1 Demonstrates professionalism, including a commitment to professional development.

Descriptors

1. Is committed to the job and roles of a professional school counselor, the campus and district guidance program, the district's educational program, and to the counseling profession.
2. Advocates for the guidance program and the professionalism of the counseling personnel.
3. Demonstrates personal characteristics conducive to effective guidance and counseling, including maintaining poise and emotional stability.
4. Takes appropriate advantage of professional supervision provided.
5. Accepts constructive criticism.
6. Learns from evaluations of performance.
7. Implements a professional development plan.
8. Pursues continuous professional growth and development.
 - Monitors and evaluates own professional performance with an aim toward improvement.
 - Keeps abreast of current and innovative procedures and practices in the fields of guidance and counseling and in education.
 - Is willing to invest own resources in professional development—time and money.
 - Maintains membership in professional counseling organizations.
 - Reads relevant professional journals.
 - Uses professional books and journals to improve understanding and program.
 - Attends and participates in professional seminars, workshops, conferences, and conventions.
 - Uses and conducts professional guidance and counseling research.

Standard 2 Advocates for a school environment that acknowledges and respects diversity.

Descriptors

1. Fosters a socially and psychologically safe learning environment that promotes students' success.
2. Performs roles with cultural sensitivity and skill and advocates that all school personnel perform their roles likewise.
3. Advocates for institutional changes that encourage inclusivity, fairness, and equity.
4. Proactively presents information about existing and potential system inequities.
5. Adheres to the *Multicultural Competencies: A Guidebook of Practices* (from the Association for Multicultural Counseling and Development).
6. Understands needs of students and groups of students in a diverse school population and promotes understanding of these needs among parents, teachers, and others who influence students.
7. Advocates for policies that promote the best interests of students.
8. Advocates for policies that make best use of counselor time and expertise.
9. Advocates for equitable access to instructional programs and other activities

Performance Evaluation Form

SUMMARY SHEET

5. Refers in a timely manner.
6. Communicates the need for referral in a manner that results in students and/or others seeking the services of the referral sources.
7. Is knowledgeable about and/or seeks out community referral sources.
8. Maintains an appropriate referral network.
9. Provides multiple options (at least three if available) to students and/or parents when making out-of-district referrals.

DOMAIN VI: STUDENT ASSESSMENT

Standard 1 Adheres to legal, ethical, and professional standards related to assessment.

Descriptors

1. Demonstrates understanding of the purposes and uses of various types of standardized and non-standardized assessments.
2. Uses various standardized tests appropriately.
3. Uses various non-test assessment techniques (such as interviews, observations, and questionnaires).
4. Uses additional sources of personal data about students (such as anecdotal records, professional judgments of teachers, and grades) in conjunction with other assessment data.
5. Understands basic statistical and other assessment-related concepts necessary for selection, use, and evaluation of assessment instruments (such as reliability, validity, standard error of measurement, measures of central tendency, measures of variability, percentiles, grade equivalents, and criterion-referenced versus norm-referenced assessment).
6. Helps students to approach testing positively and to reduce inappropriate test anxiety.
7. Assists with the instruction of students in test-taking strategies.
8. Understands the effect of bias of assessment on groups or individuals in a diverse school population and selects, uses, and evaluates assessments for appropriateness and fairness.
9. Provides only those testing and assessment services for which properly trained.
10. Advocates appropriate and clear explanation of the nature, purpose, and intended use of assessments prior to assessment.
11. Advocates standardized testing environments that are conducive to optimal student performance.

Standard 2 With the assistance of school personnel, interprets standardized tests results and other assessment data to guide students in individual goal setting and planning.

Descriptors

1. Correctly interprets scores on standardized assessments (such as scholastic ability, aptitude, achievement, and interest) to students.
2. Clearly explains scores on standardized assessments using terminology understood by students.
3. Explains limitations of assessment data during interpretation to students.
4. Provides assessment information to students in a timely manner.
5. Interprets test and other appraisal results to student in a manner that will assist them in identifying characteristics such as strengths, weaknesses, and interests.
6. Integrates additional information about students into test interpretations (such as information gathered during guidance and counseling program activities, through observations, and from conferences with others).

Standard 3 Enhances the work of school personnel and parents in guiding student goal setting and planning by promoting understanding of standardized test results and other assessment data.

Descriptors

1. Correctly interprets scores on standardized assessments (such as scholastic ability, aptitude, achievement, and interest) to school personnel and parents.
2. Consults with school personnel and parents regarding appropriate interpretation of standardized tests and other assessment data.

	Domain Average	x	Domain Weight (add to 100%)	=	Weighted Domain Value
Domain 1: Program Management		x	%	=	
Domain 2: Guidance		x	%	=	
Domain 3: Counseling		x	%	=	
Domain 4: Consultation		x	%	=	
Domain 5: Coordination		x	%	=	
Domain 6: Student Assessment		x	%	=	
Domain 7: Professional Behavior		x	%	=	
Domain 8: Professional Standards		x	%	=	

Summary Evaluation Score (Total of Weighted Values) →

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For this evaluation period, the overall evaluation of this counselor's performance is represented by the Summary Evaluating Rating in the box above. Copy the Summary Evaluation Score to the appropriate blank below:

- _____ 4.5-5.00 = Performance is clearly outstanding
- _____ 3.5-4.49 = Performance consistently exceeds standards
- _____ 2.5-3.49 = Performance consistently meets standards
- _____ 1.5-2.49 = Performance is below expectations; consultation is required, and improvement is needed in specified areas
- _____ 1.0-1.49 = Performance is unsatisfactory, and little or no improvement has resulted from consultation

Evaluator signature

Title

Date

I have discussed this evaluation with the evaluator and have received a copy. If I do not agree with this evaluation, I understand that I may submit a letter in duplicate stating my position. A copy is to be retained by the evaluator and the original is to be placed in my personnel file.

Counselor signature

Date

SECTION 3: DESCRIPTORS

Descriptors for each standard are provided in this section. Descriptors are not listed on the Professional Evaluation Form itself, but they are provided herein to clarify each standard through examples of competencies that are related to that standard.

DOMAIN I: PROGRAM MANAGEMENT

Standard 1 Plans a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)

Descriptors

1. Clarifies priorities of the campus guidance program design.
2. Assesses student, school and community needs.
3. Organizes a campus guidance advisory committee.
4. Establishes program goals and objectives that are consistent with student, school and community needs and with district, campus, and program missions.
5. Works collaboratively with others to include the program goals and objectives in the school improvement plan.
6. Obtains endorsement for program plan.

Standard 2 Implements a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)

Descriptors

1. Develops a yearly calendar.
2. Selects activities consistent with identified high priority student needs and district campus goals.
3. Conducts program activities that efficiently and effectively help students obtain desired results.
4. Uses effective organizational skills.
5. Appropriates time to program components according to established design.
6. Students for whom the counselor is responsible receive services consistent with their needs and the campus program design.

Standard 3 Evaluates and promotes continuous improvement of a balanced comprehensive developmental guidance and counseling program that includes Guidance Curriculum, Responsive Services, Individual Planning, and System Support components. (Texas Education Code, Section 33.005)

Descriptors

1. Regularly and systematically constructs and uses well-designed instruments and other means to gather information from students, former students, teachers, parents, administrators, school personnel, and the community to evaluate the counseling program.
2. Regularly and systematically measures guidance-related student results.
3. Analyzes and interprets data and disseminates findings, conclusions and recommendations for overall student, school counselor, and guidance and counseling program improvement.
4. Uses evaluation results to refine program goals, objectives, strategies, and activities.

Standard 4: Promotes the balanced provision of program Content Areas (self-confidence development; motivation to achieve; decision-making, goal-setting, planning, and problem-solving skills; interpersonal effectiveness, communication skills, cross-cultural effectiveness; and responsible behavior).

Descriptors

1. Designs the guidance program to deliver guidance curriculum that is well-balanced across the seven program Content Areas.
2. Outlines in writing the campus guidance curriculum.

Standard 2 Consults with school personnel, parents, and other community members to promote understanding of student development, individual behavior, the student's environment, and human relationships.

Descriptors

1. Explains such topics as human relationships, group dynamics, stages of development of children and adolescents, and behavioral principles and theory applicable to home, classroom and community settings.
2. Assists school personnel to fulfill their professional responsibilities to promote student learning and development.
3. Provides information parents, teachers, and community members can use to help students. (e.g., information about child development, special programs available, and assessment techniques.)
4. Helps teachers in identification of problems and facilitates referrals to the counselor.
5. Communicates clearly and avoids use of jargon during consultation.
6. Assists consultees in understanding the school environment and decision processes within that environment.
7. Maintains and provides appropriate information resources for use in consultation.

Standard 3 Collaboratively provides professional expertise to advocate for individual students and specific groups of students.

Descriptors

1. Gathers and presents data regarding students' specific educational and guidance needs.
2. Represents needs of individual students to school personnel, including administrators, with regard to appropriate behavior management.
3. Assists the administration in adapting school programs to meet student needs.
4. Advocates for under-served students and under-served groups of students.
5. Advocates recognition and promotion of student worth, dignity, uniqueness, and potential.

DOMAIN V: COORDINATION

Standard 1 Coordinates people and other resources in the school, home, and community to promote student success.

Descriptors

1. Coordinates a communication system that effectively collects and disseminates information about students to other professionals as appropriate.
2. Maintains a commitment of primary responsibility to students while providing communications with teachers, parents, administrators, and referral sources.
3. Obtains and disseminates information regarding internal and external programs that provide student and/or parent support.
4. Develops and maintains positive working relationships with other school professionals and representatives from community resources, especially those commonly used.
5. Develops and maintains positive working relationships with parent and other patron groups.
6. Communicates with counselors at all levels and other school personnel as appropriate.
7. Communicates effectively with referral agency personnel.
8. Understands and articulates the roles/responsibilities of community agency representatives.
9. Implements follow-up activities as recommended for clients by referral sources.
10. Identifies and evaluates resources for appropriate use by counselors, other school personnel, students, and parents.

Standard 2 Uses an effective process when referring students, parents, and/or others to special programs and services.

Descriptors

1. Follows a systematic process for referral.
2. Accepts referrals, from a variety of sources, in a competent and professional manner.
3. Assists in the identification of students and others in need of referral.
4. Identifies or assists in identification of problems needing resolution.

3. Informs students, parents, teachers, and administrators about the process of referring students for individual counseling.
4. Uses developmentally appropriate individual techniques that are relevant to students' needs and concerns.
5. Establishes goals with students in counseling and assists them in taking actions to reduce problems.
6. Understands and applies major counseling theories, dynamics of individual behaviors, psychological theories, and stages of human growth and development.
7. Operates from a conscious awareness of and consistent application of one's own theoretical base.
8. Provides appropriate and timely follow-up after counseling.

Standard 2 Uses accepted theories and effective techniques to provide group developmental, preventive, remedial, and/or crisis counseling.

Descriptors

1. Provides group counseling for students whose immediate personal concerns or problems put the student's continued educational, career, personal, or social development at risk. (Texas Education Code, Section 33.005)
2. Uses group counseling with students such as those who are at risk of dropping out of school, of becoming substance abusers, of participating in gang activity, or of committing suicide. (Texas Education Code, Section 33.006)
3. Informs school personnel and students of guidelines for creating a counseling group to facilitate problem resolution.
4. Uses developmentally appropriate group counseling techniques that are relevant to students' needs and concerns.
5. Establishes goals with each group and plans each session to move toward attainment of individual and group goals.
6. Understands and applies major group counseling theories.
7. Applies knowledge of group dynamics, psychological theories, and stages of human growth and development.
8. Operates from a consistently applied and conscious awareness of one's own group counseling theoretical base.
9. Provides appropriate and timely follow-up after group counseling.

DOMAIN IV: CONSULTATION

Standard 1 Consults with parents, school personnel, and other community members to help them increase the effectiveness of student education and promote student success. (Texas Education Code, Section 33.006)

Descriptors

1. Uses various resources in offering suggestions to assist problem solving.
2. Effectively conducts conferences pertaining to topics having an impact on student success.
3. Facilitates communication among students, teachers, parents, and administrators.
4. Works with third parties (e.g., teacher, parent, administrator) to plan strategies to assist students.
5. Helps teachers explore possible classroom methods to reduce misbehavior and increase positive behavior.
6. Helps teachers develop parent conferencing skills.
7. Clarifies the consultation process for consultees to create an atmosphere in which consultees feel free to participate during consultation.
8. Conducts appropriate and timely follow-up after consultation.
9. Works with consultee to develop a productive course of action.
10. Uses accepted consultation theories and effective techniques such as individual conferences, seminars, workshops, organized discussions, and writings.

3. Designs the guidance program so that all children in the school participate actively in the balanced guidance curriculum.
4. Is sufficiently knowledgeable in each program Content Area to provide quality learning experiences for students in all Content Areas.
5. Identifies content objectives for all guidance program activities that are aligned with the seven program Content Areas.
6. Collaborates with teachers and administrators in planning the integration of the program Content Areas into other school curricula.
7. Evaluates levels of student mastery of the guidance program content.

Standard 5 Manages program personnel and/or other program resources.

Descriptors

1. Uses human, financial, and other resources efficiently.
2. Develops and adheres to a budget.
3. Secures appropriate materials needed to implement the program.
4. Acquires and maintains equipment and facilities.
5. Delegates work appropriately.
6. Supports the professional development of co-workers.
7. Consistent with job responsibilities, provides constructive, professional supervision of counselors, counselors-in-training, and guidance program support personnel.
8. Consistent with job responsibilities, evaluates fairly the performance of counselors, counselors-in-training, and guidance program support personnel.

Standard 6 Collaborates with school personnel, students, parents, and the community to plan, implement, evaluate, and promote continuous improvement of a developmental guidance and counseling program. (Texas Education Code, Section 33.005)

Descriptors

1. Determines needs and priorities collaboratively with students, parents, and school personnel.
2. Collaboratively revises the local guidance program to reflect the needs of the changing campus and community environments.
3. Understands and acknowledges others' contributions to the guidance and counseling program.
4. Respects professional expertise and judgments of other school personnel.
5. Receives input with an open mind.
6. Promotes a spirit of compromise, cooperation, and consensus.

Standard 7 Advocates the school developmental guidance and counseling program and counselors' ethical and professional standards with school personnel, parents, students, and the community.

Descriptors

1. Explains the philosophy, priorities, and practices of the guidance program effectively and articulately.
2. Informs students, teachers, administrators, and other constituents about the guidance program.
3. Informs the public through presentations to community groups, articles in newspapers, *etc.*
4. Participates in programs of civic organizations and other community groups to explain guidance and counseling program services and to gain support for these programs.
5. Appropriately interprets the role and professional standards of the school counselors to diverse audiences.
6. Assists in the development and implementation of a campus communications plan for helping parents, students, and school personnel understand and access the guidance program and its variety of activities.

DOMAIN II: GUIDANCE

Standard 1 Plans structured group lessons to deliver the Guidance Curriculum effectively and in accordance with students' developmental needs.

Descriptors

1. Designs campus Guidance Curriculum.
2. Employs campus needs assessments in planning the Guidance Curriculum.
3. Designs curriculum consistent with the district's guidance program.
4. Uses content areas and competency indicators consistent with the TEA document: *A Guide for Program Development Pre-K – 12th Grade* (Self-confidence Development; Motivation to Achieve; Decision-making, Goal-setting, Planning, Problem solving Skills; Interpersonal Effectiveness; Communication Skills; Cross-cultural Effectiveness; and Responsible Behavior).
5. Prepares structured lessons to deliver the Guidance Curriculum.

Standard 2 Conducts structured group lessons to deliver the Guidance Curriculum effectively.

Descriptors

1. Delivers lessons designed for student mastery.
2. Engages students' participation through the effective use of instructional strategies
3. Sets standards for student self-discipline and self-directed participation.
4. Acknowledges the importance of student contributions to group lessons.
5. Involves students in decision making, goal setting, planning, problem solving, and communication skill development.
6. Uses appropriate strategies and materials (books, videos, presentation software, etc) to deliver the Guidance Curriculum.
7. Uses technology appropriately.

Standard 3 Involves students, teachers, parents and others to promote effective implementation of the Guidance Curriculum.

Descriptors

1. Educates parents, students, and school personnel about the Guidance Curriculum.
2. Engages students, teachers and other school personnel in developing guidance lesson priorities.
3. Involves the community in teaching about the world of work and other elements of the Guidance Curriculum.
4. Consults with teachers in their preparation and instruction of the Guidance Curriculum.
5. Involves parents and school personnel in the review and selection of appropriate Guidance Curriculum materials. (Texas Education Code, Section 33.004)
6. Assists teachers in the identification and application of guidance-related state and district curricula.

Standard 4 Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own educational development including provision of information regarding post-secondary opportunities. (Texas Education Code, Section 33.007)

Descriptors

1. Engages student and parents in the identification of strengths and weaknesses.
2. Motivates students to strive for the highest educational achievement.
3. Guides students through the process of setting educational goals.
4. Advises students and parents/guardians regarding the importance of higher education, course work designed to prepare students for higher education and financial aid availability and requirements. (Texas Education Code, Section 33.007)

Standard 5 Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage the student's own career development. (Texas Education Code, Section 33.007)

Descriptors

1. Guides students through the process of identifying career possibilities, interests, and goals.
2. Guides students through the process of the selection of career pathways.
3. Guides students through identification, evaluation, and use of information about the world of work (jobs, vocational careers, professional degrees, etc.) and other career information resources.
4. Facilitates access to resources regarding occupational opportunities in community, state, and nation.
5. Helps students set goals, see courses of action, and learn to make career-related decisions.
6. Involves parents in student goal setting, action planning, and decision making.
7. Involves the community in providing information and insights about the world of work.

Standard 6 Accurately and without bias guides individuals and groups of students and parents to plan, monitor, and manage a student's own personal and social development. (Texas Education Code, Section 33.006)

Descriptors

1. Guides students through identification, evaluation, and use of information about personal and social development.
2. Guides students through the process of identifying and setting personal and social goals.
3. Involves parents in students' personal and social goal setting, action planning, and decision making.

Standard 7 Uses accepted theories and effective techniques of developmental guidance to promote the career, educational, personal, and social development of students.

Descriptors

1. Applies knowledge of current theories in addressing human, social, career, cognitive and educational development.
2. Uses developmental guidance practices that promote learning, goal-setting, and decision-making.
3. Differentiates between counselor-driven interventions (teaching and advising) and student-centered interventions (guiding and counseling) in selecting guidance activities to promote greater student responsibility for their own behavior.
4. Assists students in their movement toward responsible self-governance by helping them with self-understanding.
5. Assists in acquiring knowledge of opportunities in the environment to support their learning, decision-making, goal-setting, and planning; and awareness of consequences of choices.
6. Applies knowledge of cultures and needs of specific student groups in guiding students' systematic decision-making, goal-setting, and planning.
7. Uses individual and group guidance techniques and techniques appropriately.
8. Understands the power of information and appropriately uses current, accurate, and unbiased information resources, including those that are technology based.

DOMAIN III: COUNSELING

Standard 1: Uses accepted theories and effective techniques to provide individual developmental, preventive, remedial, and/or crisis counseling.

Descriptors

1. Provides individual counseling for students whose personal concerns or problems put the student's continued educational, career, personal, or social development at risk. (Texas Education Code, Section 33.005)
2. Counsels students such as those who are at risk of dropping out of school, of becoming substance abusers, of participating in gang activity, or of committing suicide. (Texas Education Code, Section 33.006)