### Twin Rivers Unified School District
#### INFORMAL FEEDBACK FORM-Counselor

**Employee Name:** _______________________________  **Time In:** _______

**Site:** _______________________________  **Time Out:** _______

**Date:** _______________________________

The purpose of this form is to document observed Evaluation Standards/Criteria.

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EVIDENCE OBSERVED</th>
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</table>
| **Criteria A - Demonstrates Effective Instructional Techniques and Strategies**  
*Standard: Design and Provide Consultation Regarding Intervention Strategies*  
- □ Demonstrates a range of intervention techniques and strategies.  
- □ Has a working knowledge of technology as it relates to student information systems.  
- □ Demonstrates knowledge of child development, counseling practices, and application thereof.  
- □ Uses strategies that acknowledge individual student needs, family backgrounds, and student development.  
- □ Interacts with students in a variety of appropriate environments, such as school campus or classroom.  
- □ Develops group presentations that encourage student interest and involvement.  
- □ Serves as a role model for students.  
- □ Assists staff in monitoring the effectiveness of behavior/academic interventions and instructional strategies and makes modifications as needed.  
- □ Along with administrative input, implements prevention and crisis intervention programs for individual school sites. |

| **Criteria B: Establishes and Maintains Suitable Learning Environment**  
*Standard: Creates and Maintains Effective Learning Environments for Students*  
- □ Maintains standards and procedures that promote mutual respect, social development, and group responsibility.  
- □ Helps establish a culture in which student and staff diversity is valued.  
- □ Works collaboratively to ensure that standards for student behavior are established early, clearly understood, and consistently enforced.  
- □ Contributes to school activities/programs that facilitate the school mission as specified in the School Site Plan. |
### Criteria C: Adherence to District Curricular Objectives

**Standard:** Promotes adherence to curricular objectives with scope of responsibilities

- [ ] Demonstrates general knowledge of curriculum, scope and sequence of course offerings (where applicable), district and state standards.

- [ ] Works collaboratively to ensure student progress toward grade level promotion, CAHSEE exam proficiency, and general graduation requirements.

- [ ] Articulates with staff across grade levels and between departments and schools.

- [ ] Demonstrates knowledge of laws and district policy pertaining to placement and instructional accommodations for English Language Learners, Special Education Students, and students on 504 plans.

- [ ] Works with students, parents, and staff to address the individual needs of low performing students.

### Criteria D: Promotes Students’ Progress Toward District Standards of Expected Student Achievement

**Standard:** Promotes student learning and assessment

- [ ] Demonstrates positive interactions with students that convey the understanding that all students can succeed.

- [ ] Assists students to formulate academic, career, vocational, and personal learning plans.

### Criteria E: Fulfills Consulting/Collaboration Responsibilities

**Standard:** Consult/collaborate with parents, staff & agencies

- [ ] Solicits and responds to the concerns/interests of parents, staff and other agency personnel.

- [ ] Plans and conducts meetings in an organized and efficient manner which ensures fairness and equity of participation.

- [ ] Expresses concerns/interests in a positive, and productive manner.

- [ ] Follows through with general responsibilities and commitments in a timely manner.

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<td><strong>Fulfills Duties and Professional Responsibilities</strong></td>
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<td><strong>Standard:</strong> Developing as a Professional</td>
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□ Works collaboratively to ensure student progress toward grade level promotion, CAHSEE exam proficiency, and general graduation requirements.  
□ Articulates with staff across grade levels and between departments and schools.  
□ Knowledge of laws and district policy pertaining to placement and instructional accommodations for English Language Learners, Special Education Students, and student on 504 plans.  
□ Works with students, parents, and staff to address the individual needs of low performing students. |
| **Standard: Promotes student learning and assessment** | □ Demonstrates positive interactions with students that convey the understanding that all students can succeed.  
□ Assists students to formulate academic, career, vocational, and personal learning plans. |
| **Standard: Consult/collaborate with parents, staff & agencies** | □ Solicits and responds to the concerns/interests of parents, staff and other agency personnel.  
□ Plans and conducts meetings in an organized and efficient manner which ensures fairness and equity of participation.  
□ Expresses concerns/interests in a positive, and productive manner.  
□ Follows through with general responsibilities and commitments in a timely manner.  
□ Interacts/works with families to develop home-school partnerships.  
□ Upon request, provides staff development activities consistent with area of expertise. |
| **Standard: Developing as a Professional** | □ Reflects on practice and plans professional development opportunities which facilitate acquisition of professional goals. |

*The purpose of this form is to document observed Standard.*
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Comments:

Employee’s Signature _______________________________________ Date ________________
Evaluator’s Signature _______________________________________ Date ________________

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### Criteria A - Demonstrates Effective Instructional Techniques and Strategies

**Standard: Design and Provide Consultation Regarding Intervention Strategies**

- Demonstrates a range of intervention techniques and strategies.
- Has a working knowledge of technology as it relates to student information systems.
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- Assists staff in monitoring the effectiveness of behavior/academic interventions and instructional strategies and makes modifications as needed.
- Along with administrative input, implements prevention and crisis intervention programs for individual school sites.

**STANDARD RATING:**

Observable evidence/Comments:

### Criteria B

**Establishes and Maintains Suitable Learning Environment**

**Standard: Creates and Maintains Effective Learning Environments for Students**

- Maintains standards and procedures that promote mutual respect, social development, and group responsibility.
- Helps establish a culture in which student and staff diversity is valued.

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* Previous evaluation language rating designated as (insert old language)
## Criteria B
**Establishes and Maintains Suitable Learning Environment**
*Standard: Creates and Maintains Effective Learning Environments for Students*

- Works collaboratively to ensure that standards for student behavior are established early, clearly understood, and consistently enforced.
- Contributes to school activities/programs that facilitate the school mission as specified in the School Site Plan.

**STANDARD RATING:**

**Observable evidence / Comments:**

## Criteria C
**Adherence to District Curricular Objectives**
*Standard: Promotes adherence to curricular objectives with scope of responsibilities*

- Demonstrates general knowledge of curriculum, scope and sequence of course offerings (where applicable), district and state standards.
- Works collaboratively to ensure student progress toward grade level promotion, CAHSEE exam proficiency, and general graduation requirements.
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- Works with students, parents, and staff to address the individual needs of low performing students.

**STANDARD RATING:**

**Cite objective and observable evidence / Comments:**

## Criteria D
**Promotes Students' Progress Toward District Standards of Expected Student Achievement**
*Standard: Promotes student learning and assessment*

- Demonstrates positive interactions with students that convey the understanding that all students can succeed.
- Assists students to formulate academic, career, vocational, and personal learning plans.

**STANDARD RATING:**

**Cite objective and observable evidence / Comments:**
### Criteria E
**Fulfills Consulting/Collaboration Responsibilities**  
*Standard: Consult/collaborate with parents, staff & agencies*

- Solicits and responds to the concerns/interests of parents, staff and other agency personnel.
- Plans and conducts meetings in an organized and efficient manner which ensures fairness and equity of participation.
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- Interacts/works with families to develop home-school partnerships.
- Upon request, provides staff development activities consistent with area of expertise.

**STANDARD RATING:**

Cite objective and observable evidence / Comments:

### Criteria F
**Fulfills Duties and Professional Responsibilities**  
*Standard: Developing as a Professional*

- Reflects on practice and plans professional development opportunities which facilitate acquisition of professional goals.

**STANDARD RATING:**

Cite objective and observable evidence / Comments:

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**Summary:**

**Commendations:**

**Recommendations:**
Employee’s Signature ________________________________________ Date _________________

Evaluator’s Signature _______________________________________ Date _________________

The employee’s signature does not necessarily indicate agreement with the evaluation ranking or its contents, but indicates that he/she has received a copy of the evaluation. The Member shall have ten (10) working days from receipt to attach a written response to an evaluation before it is placed in the Member’s personnel file.