



PALO ALTO UNIFIED SCHOOL DISTRICT  
 CERTIFICATED HUMAN RESOURCES

**SUMMARY FORM (PERMANENT STAFF)  
 EVALUATION OF PERFORMANCE - COUNSELORS**

Counselor's Name: \_\_\_\_\_ Evaluation Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Site: \_\_\_\_\_

Evaluation Plan:  Plan 2.2  Plan 2.2 Peer  Plan 2.4 (after 10 yrs)  Plan 2.4 Peer (after 10 yrs)  Plan 3  Plan 4

	Supervisor's Rating of Performance Related To:	Meets All Elements of the Standards	Does Not Meet All Elements of the Standards (Indicate Elements Not Met)
1.	Engage, Advocate for and Support All Students in Learning		
2.	Plan, Implement and Evaluate Programs to Promote Academic, Career, Personal, and Social Development of All Students		
3.	Utilize Multiple Sources of Information to Monitor and Improve Student Behavior and Achievement		
4.	Collaborate and Coordinate with School and Community Resources		
5.	Promote and Maintain a Safe Learning Environment For All Students		
6.	Develop as a Professional School Counselor		

**Overall Evaluation:** The overall evaluation must reflect the evidence regarding relevant performance in all areas of performance standards and progress on the professional development plan.

- Meets Elements of the Standards - Satisfactory
- Does Not Meet All Elements of the Standards -Support/Improvement Plan Implemented
- Does Not Meet Standards - Unsatisfactory

**Addendum**  has  has not been attached with additional comments (by either or both parties).

Provisions have been established for appealing an evaluation the Counselor feels unfair. Contact the Certificated Human Resources Department for information regarding this appeal process.

Plan for Next Evaluation Cycle:  Plan 2.2  Plan 2.2 Peer  Plan 2.4 (after 10 yrs)  Plan 2.4 Peer (after 10 yrs)  Plan 3  Plan 4

Counselor's Signature and Date	Supervisor's Signature and Date	
<small>My signature does not necessarily indicate agreement</small>		

**Note:** Signature of counselor does not imply agreement with evaluation. Counselor has the right to attach written comments within ten (10) days.

Supervisee Responses:		YES	NO
1.	Supervisor has scheduled and met with me at least two times during the year to discuss my long-range professional development plan and annual objectives and to review progress and performance.		
2.	Supervisor has supported my efforts to attain the teaching standards.		
3.	I have shared with my supervisor information gathered from students.		
4.	I have shared with my supervisor information gathered from parents.		
5.	My supervisor has given me the opportunity to provide input on his/her performance.		

Supervisee's Initials \_\_\_\_\_

**Attach to this form the following:**

1. Supervisor's Comments: Please identify and describe outstanding performance, needed improvements, and progress relative to professional development plan.
2. Description of Area(s) for Growth.

The following are the California Standards for the Counseling Profession (CSCP), which are the basis for this evaluation.

**1. ENGAGE, ADVOCATE FOR, AND SUPPORT ALL STUDENTS IN LEARNING**

- 1.1 Ensure all students are engaged in a system of support designed for learning and academic success.
- 1.2 Advocate for educational opportunity, equity and access for all students.
- 1.3 Advocate for the learning and academic success of all students.
- 1.4 Identify student problems in their earliest stages and implement prevention and intervention strategies.

**2. PLAN, IMPLEMENT AND EVALUATE PROGRAMS TO PROMOTE ACADEMIC, CAREER, PERSONAL, AND SOCIAL DEVELOPMENT OF ALL STUDENTS**

- 2.1 Demonstrate organization skills.
- 2.2 Develop outcome-based programs.
- 2.3 Assess program outcomes and analyze data.
- 2.4 Demonstrate leadership in program development.

**3. UTILIZE MULTIPLE SOURCES OF INFORMATION TO MONITOR AND IMPROVE STUDENT BEHAVIOR AND ACHIEVEMENT**

- 3.1 Assess student characteristics and utilize the information to plan for individual student growth and achievement.
- 3.2 Interpret and use student assessment data with students and parents/guardians in developing personal, academic, and career plans.
- 3.3 Monitor student personal, academic, and career progress.

**4. COLLABORATE AND COORDINATE WITH SCHOOL AND COMMUNITY RESOURCES**

- 4.1 Build and maintain student support teams for student achievement.
- 4.2 Provide consultation and education for teachers and parents.
- 4.3 Develop working relationships within the school that include school staff members, parents, and community members.
- 4.4 Coordinate support from community agencies.

**5. PROMOTE AND MAINTAIN A SAFE LEARNING ENVIRONMENT FOR ALL STUDENTS**

- 5.1 Promote a positive, safe, and supportive learning environment.
- 5.2 Develop and implement programs that address the personal and social risk factors of students.
- 5.3 Develop and implement programs that reduce the incidence of school site violence.
- 5.4 Incorporate models of systemic school safety that address elements of prevention, intervention, and treatment into the school system.

**6. DEVELOP AS A PROFESSIONAL SCHOOL COUNSELOR**

- 6.1 Establish professional goals and pursue opportunities to improve.
- 6.2 Model effective practices and continuous progress in school counseling.
- 6.3 Adhere to professional codes of ethics, legal mandates, and district policies.

Final Distribution: One copy each for Human Resources Office, Supervisor, and Counselor



## PALO ALTO UNIFIED SCHOOL DISTRICT

HUMAN RESOURCES CENTER

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**TITLE:** **Teacher, Career and College Advisor**  
**REPORTS TO:** **Site Principal or Assistant Principal**  
**SUPERVISES:** **Classified staff and volunteers as necessary**

### OVERVIEW:

The Career and College Advisor works with students (grades 9-12) to help them understand how personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to link or form their academic and career goals accordingly. Supports students as they make meaning of their curricular and co-curricular activities, including selection of courses. Provides students with the opportunity to learn about themselves; to evaluate academic and career option, within the context of self knowledge; to explore multiple options in a safe environment; and to develop important decision making skills. Assists in other school programs as assigned; preserves suitable learning conditions; and evaluates student progress.

### ESSENTIAL RESPONSIBILITIES: *(include but are not limited to the following)*

- Promote and provide consulting services to the school staff for the conduct of student needs assessment, occupational interest and aptitude identification, and individual and group advising experiences to assist students in formulating personal, educational, and training plans.
- Provide direct vocational and educational guidance to students.
- Develop and teach skills and knowledge in one or more courses and/or grade level utilizing course(s) of study adopted by the PAUSD Board of Trustees and California Department of Education.
- Instruct pupils in citizenship, basic communication skills, and other general elements of the course of study specified by State law, Board policy, and administrative procedures of the District.
- Maintain proper control and discipline in a positive manner by establishing good, wholesome rapport through healthy, human relationships between individuals involved in the learning processes and in accordance with District policy and procedure.
- Realistically evaluate pupil progress—with expectations appropriate for the child's age and for the content area, keep appropriate records, prepare progress reports, and effectively communicate with pupils, supervisors, and parents.
- Perform basic attendance accounting and business services as required.
- Maintain professional competence through participation in professional growth activities.
- Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Refer advisees to counselors for appropriate support as needed.
- Develop lesson plans and instructional materials and provides individualized and/or group instruction in order to adapt the curriculum to the needs of pupils with varying abilities, attitudes, and cultural backgrounds.
- Select and requisitions books, instructional aides, and instructional supplies and maintaining required inventory records.
- Administer group or individual standardized tests.
- Assume responsibility for a reasonable amount of non-teaching activities such as directing of extra-curricular work, teachers' meetings, professional study, in-service training, curricula revision, student supervision, and other similar activities.
- Plan and coordinate the work of instructional aides, teacher assistants, and other assigned para-professionals.
- Perform other specific duties as indicated by program/content area and grade level, or as directed by supervisor.

### MINIMUM REQUIREMENTS:

- Ability to pass a Department of Justice (DOJ) fingerprint clearance
- Completion of a Bachelor's degree
- Legal authorization to work in the U.S.
- Possession of a valid California Teaching Credential, in appropriate content area, as required by the California Education Code
- Possession of an English Learner certificate (CLAD or BCLAD), as per by Board policy, may be required
- Possession of NCLB "Highly Qualified" certificate, as required by the No Child Left Behind (NCLB) Act of 2001
- Within 60 days of hire, provision of TB (tuberculin) clearance, as mandated by the California Education Code

### POSITION DESCRIPTION

**KNOWLEDGE, SKILLS, and ABILITIES (KSAs):** (include but are not limited to the following)

- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form
- Ability to work comfortably with students, staff, parents, and the community, from diverse backgrounds, while being responsive to their needs
- Demonstrated sensitivity toward special populations including disabled students, students with limited English proficiency, economically disadvantaged students and/or individuals in occupations nontraditional for their gender
- Demonstrable understanding of the importance of career preparation in the context of a rigorous academic environment
- Effective interpersonal, communication, conflict resolution, time management, and record keeping skills
- Knowledgeable about training in current approaches to teaching and structures for differentiated instruction
- Knowledgeable about post-secondary academic programs, institutions, offerings, and requirements
- Knowledgeable about career and vocational options and requirements or alignment with educational attainment
- Positive, successful record as an educator, in appropriate grade level or content area, preferred
- Proficiency in a second language preferred

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. *Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee is regularly required to talk or hear. The employee frequently is required to use hands to finger, handle, or feel objects, tools, or controls and reach with hands and arms. The employee is occasionally required to stand; walk; sit; climb or balance; and stoop, kneel, crouch, or crawl.

The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, and depth perception. Employee will frequently work at a computer and travel to attend meetings.

**WORK ENVIRONMENT:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. *Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

While performing the duties of this job, the employee occasionally works in outside weather conditions. The noise level in the work environment is usually moderate. Work environment includes working directly with children. There are a number of activities and situations happening at once, and the employee must ensure that children are supervised at all times, and that children are involved in safe and appropriate activities. The employee must be prepared to handle accidents and emergencies at any time

The job entails potential for exposure to adverse weather conditions and temperature extremes; exposure to blood-borne pathogens and communicable diseases; and for interaction with disruptive and/or unruly individuals.

**WORK YEAR:** See teacher's contract.

**SALARY RANGE:** Placement on the teacher's salary schedule

**PAUSD is an equal opportunity employer in compliance with the Americans with Disabilities Act and all other applicable federal, state and local laws.**

No portion of this job description shall supersede the Master Agreement between the Palo Alto Educators' Association and the Palo Alto Unified School District and applicable State or federal laws. Any changes in working conditions applicable to the current agreement shall be subject to negotiations at the demand of either party.

## **Guidance/ Counseling Services** <sup>[1]</sup>

Board Policy  
6164.2

**Adopted:**

Tuesday, May 28, 2013

Tuesday, May 6, 2014

The Board of Education recognizes that a comprehensive counseling program can help promote both academic achievement and social emotional health, serving the diverse needs of all district students. School-based counseling staff, including credentialed counselors and supervised advisory staff, shall be available to meet with students to provide academic advising, social-emotional support, and college and career planning. Per Education Code 49600 (c), the Board approves an organized advisory program, supervised by a school district counselor.

The Board recognizes that positive adult role models and supportive, ongoing relationships with caring adults can provide students with valuable guidance and support. Middle schools and high schools shall have standards-based guidance models with structures and practices that provide counseling support for students by grade level and across all three areas of services (academic advising, social-emotional support, and college and career planning). A minimum baseline of services shall be secured for every student which shall not be dependent on individual student or parent initiative. With support from district-level staff, the secondary school guidance teams will collaborate and communicate in an ongoing working relationship in order to shape and maintain a well-articulated and aligned guidance system; monitor and report student, parent and staff feedback on a regular basis; and ensure that students across different school sites experience comparable levels of service, satisfaction and positive outcomes.

### **Academic Advising**

The district's academic counseling program shall help students establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests.

Counseling staff will offer individual and small group support to students in the selection and completion of coursework to meet the individual needs of each student and promote the broadest array of opportunities upon completion of high school. Counseling staff will also assure that students are on track to complete the college preparatory coursework included in the district's graduation requirements, or any alternative graduation requirements established. See Board Policy 6146.1 – High School Graduation Requirements for further information.

To the extent possible, parents/guardians shall be included when making educational plans.

In addition, targeted academic and college and career guidance programs shall be made available to youth identified as academically at-risk, including but not limited to members of historically under represented minority or low income groups.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)* <sup>[2]</sup>

*(cf. 0420 - School Plans/Site Councils)* <sup>[3]</sup>

(cf. 1220 - Citizen Advisory Committees). [4]

(cf. 6011 - Academic Standards). [5]

(cf. 6020 - Parent Involvement). [6]

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 -Nondiscrimination in District Programs and Activities.

(cf. 0410 - Nondiscrimination in District Programs and Activities). [2]

(cf. 5145.3 - Nondiscrimination/Harassment). [7]

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5). [8]

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

## **College and Career Planning**

Counseling staff shall help all students plan for the future and become aware of their career interests and opportunities. Academic planning for higher education shall include information about courses needed for admission to colleges and universities, standardized admission tests, financial aid, scholarships and other application requirements. Parents should be considered partners in supporting students' college and career plans.

(cf. 6141.5 - Advanced Placement). [9]

(cf. 6143 - Courses of Study). [10]

(cf. 6146.1- High School Graduation Requirements). [11]

(cf. 6146.11 - Alternative Credits Toward Graduation). [12]

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency). [13]

The Superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all district students subject to compulsory continuation education. (Education Code 48431). [14]

(cf. 6184 - Continuation Education). [15]

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes. (20 USC 7908; 10 USC 503; Education Code 49603). [16]. See Board Policy 5125.1 – Release of Directory Information regarding which information is released to recruiters and families' rights to opt out.

## **Social-Emotional Support**

Counseling staff shall work with students whose personal circumstances or challenges affect their experiences at school. As appropriate, students shall be informed about agencies that offer qualified professional assistance with substance abuse; physical, social or emotional issues; or other personal or health obstacles.

(cf. 1020 - Youth Services). [17]

(cf. 5113 - Absences and Excuses). [18]

(cf. 5113.1 - Truancy). [19]

(cf. 5131.6 - Alcohol and Other Drugs). [20]

(cf. 5137 - Positive School Climate). [21]

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5141.4 - Child Abuse Prevention and Reporting). [22]

(cf. 5141.6 - School Health Services). [23]

(cf. 5145.9 - Hate-Motivated Behavior). [24]  
(cf. 5147 - Dropout Prevention)  
(cf. 5149 - At-Risk Students). [25]  
(cf. 6164.5 - Student Success Teams)  
(cf. 6173 - Education for Homeless Children). [26]  
(cf. 6173.1 - Education for Foster Youth). [27]

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602). [28]  
(cf. 5022 - Student and Family Privacy Rights). [29]  
(cf. 5125 - Student Records). [30]

Counseling staff shall respect student confidentiality as appropriate and shall consult with the Superintendent or designee or with the district's legal counsel whenever unsure of how to respond to a student's personal circumstances. Parent/guardian consultation and consent shall be obtained as appropriate.

(cf. 5125 - Student Records). [30]  
(cf. 5022 - Student and Family Privacy Rights). [29]

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. Credentialed school counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students before and after a crisis.

(cf. 0450 - Comprehensive Safety Plan). [31]  
(cf. 3516 - Emergencies and Disaster Preparedness Plan). [32]

In addition, the Superintendent or designee shall identify crisis counseling resources to train district staff in appropriate response techniques and/or to directly help students cope with such crises if they occur.

See also Board Policy 5141.52 - Suicide Prevention and Related Mental Health Promotion.

Counseling staff shall assist in developing early identification and intervention plans to help identify those students who may be at risk so that proactive support may be provided.

(cf. 5131 - Conduct). [33]  
(cf. 5136 - Gangs). [34]

## **Legal Reference:**

### **EDUCATION CODE**

221.5 Prohibited sex discrimination [8]  
37254 Supplemental instruction based on failure to pass exit exam by end of grade 12  
41505-41508 Pupil Retention Block Grant  
48431 Establishing and maintaining high school guidance and placement program [14]  
49600-49604 Educational counseling. [35]  
51250 School age military dependents [36]  
51513 Personal beliefs [37]  
52378-52380 Supplemental School Counseling Program

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS  
48431.6 Tenth grade counseling program

PENAL CODE

11166-11170 Reporting known or suspected cases of child abuse [38]

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

UNITED STATES CODE, TITLE 10

503 Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family educational rights and privacy

**Management Resources:**

WEB SITES

American School Counseling Association: <http://www.schoolcounselor.org> [39]

California Association of School Counselors: <http://www.schoolcounselor-ca.org> [40]

California Department of Education: <http://www.cde.ca.gov> [41]

U.S. Department of Education, access to military

recruiters: <http://www.ed.gov/policy/gen/guid/fpc/hottopics/ht10-09-02.html> [42]

**Source URL:** <https://www.pausd.org/policies#/browse/document/1240>

**Links**

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[4] <https://www.pausd.org/policies#/browse/document/831>

[5] <https://www.pausd.org/policies#/browse/document/1190>

[6] <https://www.pausd.org/policies#/browse/document/1191>

[7] <https://www.pausd.org/policies#/browse/document/1139>

[8] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=221.5](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=221.5)

[9] <https://www.pausd.org/policies#/browse/document/1266>

[10] <https://www.pausd.org/policies#/browse/document/1207>

[11] <https://www.pausd.org/policies#/browse/document/1214>

[12] <https://www.pausd.org/policies#/browse/document/1215>

[13] <https://www.pausd.org/policies#/browse/document/1217>

[14] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=48431](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48431)

[15] <https://www.pausd.org/policies#/browse/document/1257>

[16] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=49603](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=49603)

[17] <https://www.pausd.org/policies#/browse/document/825>

[18] <https://www.pausd.org/policies#/browse/document/1096>

[19] <https://www.pausd.org/policies#/browse/document/1097>

[20] <https://www.pausd.org/policies#/browse/document/1112>

[21] <https://www.pausd.org/policies#/browse/document/1124>

[22] <https://www.pausd.org/policies#/browse/document/1132>

[23] <https://www.pausd.org/policies#/browse/document/1134>

[24] <https://www.pausd.org/policies#/browse/document/1146>

[25] <https://www.pausd.org/policies#/browse/document/1148>

[26] <https://www.pausd.org/policies#/browse/document/1247>

[27] <https://www.pausd.org/policies#/browse/document/1248>

[28] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=49602](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=49602)



- [29] <https://www.pausd.org/policies#/browse/document/1089>
- [30] <https://www.pausd.org/policies#/browse/document/1104>
- [31] <https://www.pausd.org/policies#/browse/document/822>
- [32] <https://www.pausd.org/policies#/browse/document/924>
- [33] <https://www.pausd.org/policies#/browse/document/1108>
- [34] <https://www.pausd.org/policies#/browse/document/1123>
- [35] [http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?  
lawCode=EDC&division=4.&title=2.&part=27.&chapter=10.&article=](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=27.&chapter=10.&article=)
- [36] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=51250.](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=51250)
- [37] [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=51513.](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=51513)
- [38] [http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?  
lawCode=PEN&division=&title=1.&part=4.&chapter=2.&article=2.5.](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=PEN&division=&title=1.&part=4.&chapter=2.&article=2.5)
- [39] <http://www.schoolcounselor.org>
- [40] <http://www.schoolcounselor-ca.org>
- [41] <http://www.cde.ca.gov>
- [42] <http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

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