

# Missouri School Counselor Evaluation System

## School Counselor Candidate Assessment (MEES)

School Counselor Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

Check one:  Formative 1  Formative 2  Summative

Supervisor Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_

Check one:  Site Supervisor  Faculty Supervisor

Check one:  Practicum  Elementary (K-8) Internship  Secondary (7-12) Internship

Definition of Candidate Rating Descriptors (refer to the School Counselor Candidate Growth Guide [SCCGG] for a detailed description)

Baseline-0: **The school counselor candidate** did not demonstrate or possess the knowledge.

Baseline-1: **The school counselor candidate** possesses the necessary knowledge, but cannot apply or demonstrate the performance.

Emerging-2: **The school counselor candidate** possesses the necessary knowledge and *somewhat effectively* demonstrates the performance skills.

**Emerging-3: The school counselor candidate possesses the necessary knowledge and effectively demonstrates the performance skills. (Target Score)**

Developing-4: **The school counselor candidate** demonstrates exceptional skills and exceeds what is expected of a beginning school counselor.

Standard 1: Student Development	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>1.3 Helping Relationships:</b> The School Counselor Candidate establishes helping relationships with students through individual counseling, group work, classroom counseling lessons, and mental health and well-being activities within the school counseling program. (SCCGG p.10)	<input type="checkbox"/>					
<b>1.4 Social and Cultural Diversity:</b> The School Counselor Candidate demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, counseling activities and interactions with students. (SCCGG p.11)	<input type="checkbox"/>					
<b>Standard 1 Feedback to Substantiate Score Given for Quality Indicators 1.3 and 1.4 (required):</b>						
Standard 2: School Counseling Program Implementation	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>2.2 School Counseling Program Components:</b> The School Counselor Candidate knows, understands and implements the four program components of the district's school counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the school counseling curriculum, individual student planning, responsive services and system support. (SCCGG p.16)	<input type="checkbox"/>					
<b>2.4 School Counseling Program, Personnel, and Results Evaluation:</b> The School Counselor Candidate knows, understands, and uses school counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a school counseling program. (SCCGG p.18)	<input type="checkbox"/>					
<b>Standard 2 Feedback to Substantiate Score Given for Quality Indicators 2.2 and 2.4 (required):</b>						

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<b>Standard 3: Professional Relationships</b>	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>3.1 Interpersonal Skills:</b> The School Counselor Candidate promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates to facilitate planning, implementing, maintaining, evaluating, and enhancing a school counseling program supportive of the academic, career, and social/emotional success of all students. (SCCGG p.20)	<input type="checkbox"/>					
<b>3.2 Collaboration:</b> The School Counselor Candidate develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other School Counselor Candidates in order to promote the academic, career, and social/emotional development success of all students. (SCCGG p.21)	<input type="checkbox"/>					
<b>Standard 3 Feedback to Substantiate Score Given for Quality Indicators 3.1 and 3.2 (required):</b>						
<b>Standard 4: Leadership and Advocacy</b>	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>4.4 School Counseling Program Leadership:</b> The School Counselor Candidate uses knowledge of school counseling program concepts to promote and enhance the success of students and the school counseling program while contributing to school improvement. (SCCGG p.28)	<input type="checkbox"/>					
<b>4.5 School Climate and Culture:</b> The School Counselor Candidate uses the school counseling program to contribute to the development of a positive and safe school climate and culture. (SCCGG p.29)	<input type="checkbox"/>					
<b>Standard 4 Feedback to Substantiate Score Given for Quality Indicators 4.4 and 4.5 (required):</b>						

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Standard 5: Professional Conduct	Baseline		Emerging		Developing	Average Score
	0	1	2	3	4	
<b>5.1 Ethical Standards:</b> The School Counselor Candidate knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession. (SCCGG p.31)	<input type="checkbox"/>					
<b>5.4 Legal Requirements:</b> The School Counselor Candidate practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources. (SCCGG p.34)	<input type="checkbox"/>					
<b>Standard 5 Feedback to Substantiate Score Given for Quality Indicators 5.1 and 5.2 (required):</b>						
<b>Other Comments/Observations:</b>						

### MEES Score (Sum of Average Scores for Standards 1 - 5)

Check one:

- Site Supervisor Evaluation  
 Faculty Supervisor Evaluation

_____	_____	_____
School Counselor Candidate Signature	Date	School Site Supervisor Signature
		Date
		_____
		University Supervisor Signature
		Date

\*The sum of the site supervisor’s evaluation MEES score and the faculty supervisor’s evaluation MEES score is used to calculate the candidate’s overall MEES score, which is used to determine eligibility for certification.