**Beth Wigham**

*School Counselor Education Specialist*

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CHILD DEVELOPMENT SPECIALIST (CDS)

Application Competency Evaluation

Competency Evaluation: To be completed by the following: 1) applicant, 2) district representative, and 3) previous employer or professional reference. These forms must be returned to ODE prior to authorization.

Applicant’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The CDS program is a part of a district’s Comprehensive Guidance and Counseling (CGC) Program, and facilitates student growth in four student developmental domains (*pg. 7 and Appendix B*).

 **Please describe the applicant’s experience in these four student development domains:**

1. Academic:
2. Career:
3. Social/Emotional:
4. Community Involvement:

Please list or describe the activities the applicant is expected/able to perform as a CDS this school year in the five CDS/CGC program content areas (pg. 22-26). Include strategies/activities with students, staff, administration, parents, and the community, to the extent appropriate. Also, please consider the applicant’s competencies and qualification in each of the following areas. Then rate him/her in each area, using the following five-point scale below:

| 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- |
| Not Affective | Below Average | Average | Above Average | Outstanding |

Core Curriculum – A Pre-K - 12 CGC program consists of developmental, preventative, and proactive instruction. (CDS Programs may be part of a district’s CGC program at the elementary level grades Pre-K - 8, pg. 10 and 26-28).

Rating: \_\_\_\_\_

Strategies/Activities:

Rationale:

Individual Planning – Activities that assist each student in setting and achieving academic, career, social/emotional goals and in pursuing community involvement (pg. 11 and 28-30)

Rating: \_\_\_\_\_

Strategies/Activities:

Rationale:

| 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- |
| Not Affective | Below Average | Average | Above Average | Outstanding |

Responsive Services – Intervention on behalf of individual students whose immediate needs, concerns, or problems are distracting or impeding their academic, career, or social/emotional development or community involvement (pg. 11 and 30-32).

Rating: \_\_\_\_\_

Strategies/Activities:

Rationale:

System Support and Integration – Ways in which counseling program staff contribute their knowledge and skills to promote and coordinate the program throughout the school (This might be professional development for other school staff and/or community, pg. 11 and 32-33).

Rating: \_\_\_\_\_

Strategies/Activities:

Rationale:

| 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- |
| Not Affective | Below Average | Average | Above Average | Outstanding |

**Student Advocacy – Promotes accommodations, modifications, special assistance, or any other support services required by students. Ensures that each and every student receives equitable access and opportunities to participate and succeed in school programs and successfully transition from school to adult life (While student advocacy/educational equity should be integral to all that CDS, counselors and other school staff do, there are still disparities between individual students and groups of students that require awareness and focused intervention, pg. 11 and 34-36).**

 **Rating: \_\_\_\_\_**

**Strategies/Activities:**

**Rationale:**

Applicant/Reference Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Applicant/Reference Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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