

School Counselor Evaluation Protocol Manual

School Counseling

Missouri Department of Elementary and Secondary Education

November, 2015

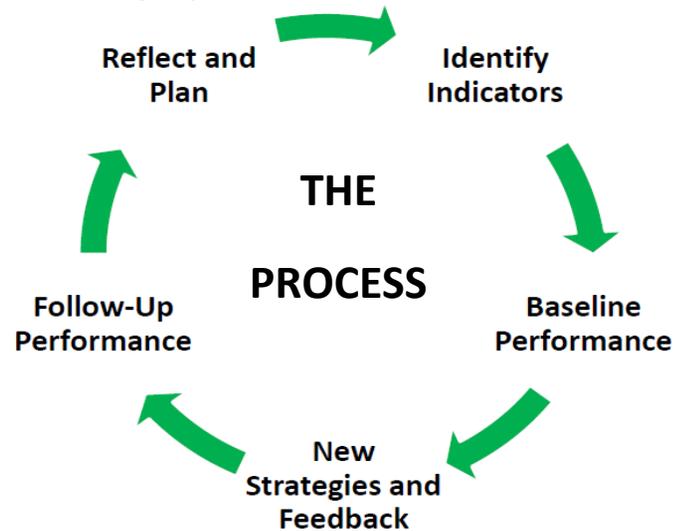
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School Counselor Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. Missouri school counseling professionals have participated in this process. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action, which maintains, that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collaborate when establishing basic beliefs that will serve as the foundation of the local evaluation process. Based on the theory of action and beliefs that are the foundation of Missouri's Educator Evaluation System, the primary purpose of the School Counselor Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires a sequence and a focus. This protocol manual describes the sequence in detail. The [School Counselor Growth Guide](#), a companion document to the protocol manual, defines the best practice indicators that counselors will focus upon to facilitate professional growth. The sequence begins with the identification of indicators, from the growth guide, that reflect a growth opportunity. The identification of indicators is essential to establish a particular focus based on performances articulated in the indicators. The baseline data establishes a current level of performance and serves as a starting place. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies address the area(s) of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and growth determines whether the particular indicator remains an area of focus. This sequence is an important component to the growth in best practice that occurs in the school counselor evaluation process and is described within seven steps addressed throughout the remainder of this protocol.

Embedded in the following steps are scenarios that provide concrete examples of how school counseling program activities can be intentionally used to impact the student outcomes identified in school improvement plans. Furthermore, the growth potential for school counselors and their impact on student learning cannot be fully realized unless both school counselors and evaluators are familiar with the Missouri School Counseling Program (MSCP) content, structures, components, and resources.

Before proceeding to describe steps and examples, there are important understandings and commitments to acknowledge, which will impact counselor development and evaluation immensely, in particular the counselor's ability to achieve evidence of impact on student outcomes identified by districts. This evaluation instrument is aligned with the Missouri Standards for the Preparation of Educators (MoSPE) standards for school counselors, and the MoSPE standards for school counselors are aligned with the school counselor functions, roles and expectations that are identified in the MSCP Manual.

The Missouri School Counseling Program (MSCP) Manual is designed to guide districts in the development of the school counseling program while tailoring it to meet district needs. The objectives and activities of the MSCP can be planned and connected to desired student outcomes at the district and building levels. According to the process standards articulated in Missouri School Improvement 5 (MSIP 5), connecting MSCP and school counselor functions to Building Improvement Plans (BIP), Comprehensive School Improvement Plans (CSIP), learner outcomes, and the MSIP 5 performance standards is an expectation.

Both the school counselor and the evaluator should read and review the MSCP Manual and develop a working knowledge of the program. Reading the manual will provide a common understanding of the terminology, tools, and resources referenced in this evaluation instrument. This will also help the building leader pair the indicators targeted for evaluation with program interventions and activities that will yield maximum impact on student outcomes. The MSCP Manual and resources for program implementation are available at <http://dese.mo.gov/college-career-readiness/guidance-counseling/missouri-comprehensive-guidance-counseling-program>.

Step 1: Identify the Quality Indicators to be Assessed

Rationale

Appropriate indicators, which support increased student learning and success, are selected from the [School Counselor Growth Guide](#) to focus on potential growth opportunities for the school counselor. The identified indicators create an alignment between district and school improvement plans; student outcomes; and the efforts and primary responsibilities of the school counselor's role as defined by the MSCP.

Selection of Indicators

The selection of indicators is very important to the process. These determine the focus and rationale for improving practice and are designed to maximize impact on student learning and success.

The identified indicators provide a focus for ongoing learning and growth. Initially, these indicators will be addressed at the beginning of the school year to provide a baseline for professional growth and for student success. Once this evaluation program has been established, indicators are identified at the end of the year for continuation of improvement the following school year. Indicators are determined with the following criteria based on:

1. MSIP 5 Performance Standards
2. Building and District Improvement Plans
3. Student learning and success needs
4. Identified student outcomes
5. School Counseling Program Improvement Plans (Reference the [Internal Improvement Review \(IIR\)](#) document and [School Counseling Program Planning Surveys](#) program manual Appendix F)

Number of Indicators

A maximum of three indicators per school counselor per year are recommended. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, a School Counselor Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year middle school counselor that works with the sixth grade team. Building data indicates that 40 (20%) of the 6th graders in Mrs. Johnson's school do not maintain passing grades in language arts. Additional data suggests that out of those 40 students 25 of them have repeated office referrals out of their language arts classroom for conflict with other students. To support district efforts to improve MSIP5 student performance measures, sixth grade language arts is an area of concentration for the sixth-grade team this year. After reviewing this building data, Mrs. Johnson requests a conference with her principal to explore ways that school counseling program activities can be implemented to support the team's focus on reducing office referrals and enhancing language arts learning. To break down the barriers to learning in sixth-grade language arts, the principal directs Mrs. Johnson to work on *Quality Indicator 1.2: Counseling Theories and Interventions* to provide theory-based individual and small group counseling sessions using developmentally and culturally appropriate interventions. As the conversation builds, Mrs. Johnson identifies *Quality Indicator 1.3: Helping Relationships* as a focus to support the sixth graders through individual counseling, group work, and/or classroom school counseling activities. The principal then suggests that *Quality Indicator 3.2: Collaboration*

would be a helpful focus for improving communication between families and the school, and to coordinate school and community resources for student support. Mrs. Johnson’s area of focus will be articulated through the following three Quality Indicators:

1. Quality Indicator 1.2: Counseling Theories and Interventions
2. Quality indicator 1.3: Helping Relationships
3. Quality Indicator 3.2: Collaboration

Evidence of Commitment, Practice and Impact of each of these selected Quality Indicators will be determined in Step 2 and will define the focus for Mrs. Johnson’s school counselor Growth Plan, evaluation and development.

Step 2: Determine a Baseline Score for Each Identified Quality Indicator

Rationale

It is necessary to establish a baseline score in order to determine growth on the selected Quality Indicators, measured by comparing pre- and post-status scores on the indicators. This represents a type of pre- and post-test format where growth in practice occurs between two points in time.

Description

It is first necessary to determine the appropriate descriptive rating for the school counselor’s performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

The 0 – 7 scale found at the bottom of the descriptions of each Quality Indicator provides a numerical rating scale that is used to establish a Baseline Score for this growth plan. This numerical scale will also be used to establish the Follow Up Score which is compared to this Baseline Score to determine the degree of growth.

The baseline rating is determined by considering the evidence for each of three Professional Frames: Commitment, Practice or Impact:

Commitment Frame: Evidence in the Commitment Frames focuses on the counselor. Evidence includes information like preparation, lesson design and credentialing.

Practice Frame: Evidence in the Practice Frames focuses on observable behaviors of the school counselor. Evidence includes the quality of the work that the counselor is performing and the manner in which that work is performed.

Impact Frame: Evidence in the Impact Frames focuses on outcomes for the students. Evidence includes data derived from various sources including Partnership for Results Based Evaluation (PRoBE), individual and group pre- and post-evaluations, Annual Performance Report (APR) and relevant school data.

To determine the Baseline Score:

- Select the *highest* level descriptor for each of the three Professional Frames (Commitment, Practice, and Impact) which most accurately describes the counselor's current reality.
- Compare the level of evidence descriptors selected for commitment, practice and impact
- Identify the *lowest* descriptor selected.
- Follow the directions below to determine the numerical rating (0-7) for this Quality Indicator.
- Enter the appropriate number at the bottom of the Growth Plan

Example

A determination of Mrs. Johnson's performance for Quality Indicator 1.2 is illustrated below. The highlighted areas reflect the evidence related to her performance:

- There is Evidence of Commitment in the Emerging, Developing, and Proficient columns that Mrs. Johnson prepares plans based on best practice techniques, plans are connected to desired student outcomes, and plans include evaluation strategies.
- There is observable Evidence of Practice across the Emerging, Developing, and Proficient columns reflecting alignment between the plans that are made and the activities that are delivered and that Mrs. Johnson does implement evaluation.
- Evidence of Impact is only revealed in the Emerging column, as Mrs. Johnson does implement evaluation, but does not analyze the data to determine the impact on students.

As indicated by the highlighted text below, there are examples of evidence in three different columns; Emerging, Developing and Proficient. However, it is only in the Emerging column where there is an alignment of evidence in all three professional frames. *This alignment of evidence demonstrates that the counselor is fully rated at the Emerging level.* In this example, the descriptor in the Developing column of the Evidence of Impact; *"Student outcomes are consistently measured for the plan that was implemented and outcomes are analyzed to determine impact on students"* would be the school counselor's Growth Opportunity for this Quality Indicator.

School Counselor Growth Guide 1.2

Standard 1: Student Development

Quality Indicator 2 - Counseling Theories and Interventions: The school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.

New & Emerging		Developing		Proficient		Distinguished		
1E2) The emerging counselor...		1D2) The developing counselor ...		1P2) The proficient counselor also...		1S2) The distinguished counselor also...		
Begins to apply knowledge of counseling theories, techniques, and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.		Consistently applies knowledge of counseling theories, techniques, and strategies as they provide theory-based individual and small group counseling using developmentally and culturally appropriate interventions.		Continues to provide theory-based, developmentally, and culturally appropriate individual and small group counseling and periodically evaluates the impact of those interventions on identified student outcomes.		Consistently provides high quality individual and small group counseling interventions that result in positive student outcomes and provides leadership at the school, district, and/or state level which enables other counselors to develop high quality individual and small group counseling interventions and to evaluate the results of those interventions on identified student outcomes.		
Professional Frames								
<p>Evidence of Commitment <i>Counseling plans usually reflect consideration for best-practices and incorporate theory-based techniques.</i></p> <p>Evidence of Practice <i>Alignment usually exists between counseling plans and intervention that is delivered.</i></p> <p>Evidence of Impact <i>Student outcomes are usually measured for the plan that was implemented.</i></p>		<p>Evidence of Commitment <i>Counseling plans consistently reflect consideration for best-practices and incorporate theory-based techniques.</i></p> <p>Evidence of Practice <i>Alignment consistently exists between counseling plans and intervention that is delivered.</i></p> <p>Evidence of Impact <i>Student outcomes are consistently measured for the plan that was implemented and outcomes are analyzed to determine impact on students.</i></p>		<p>Evidence of Commitment <i>Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within theory-based interventions.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within theory-based interventions that are connected to desired student outcomes.</i></p> <p>Evidence of Impact <i>Interventions are evaluated and there is evidence that students have reached desired outcomes of the intervention, and/or that outcomes initiated further interventions.</i></p>		<p>Evidence of Commitment <i>Counseling plans are connected to desired student outcomes and reflect planned and intentional evaluation of student progress within theory-based interventions.</i></p> <p>Evidence of Practice <i>Implements planned and intentional evaluation of student progress within theory-based interventions that are connected to desired student outcomes; and advocates for and trains others to do the same.</i></p> <p>Evidence of Impact <i>Interventions are consistently evaluated for outcomes and results are reported as part of program evaluation processes and used for intervention and program improvement as well as program advocacy.</i></p>		
Score =	0	1	2	3	4	5	6	7

Ideally, establishing a baseline score within the Emerging level would occur as a collaborative, professional conversation between the counselor and the supervisor/administrator. This would be calculated and communicated as follows:

1. Using the appropriate Quality Indicator and Rating Scale (see below), determine a baseline score:
 - A score of 0 indicates there is no evidence present in at least one of the three frames.
 - A score of 1, 3, or 5 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated.
 - A score of 2, 4, or 6 would indicate it is present and routinely demonstrated.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

A score of “2 Emerging” on *Quality Indicator 1.2: Counseling Theories and Interventions*

- The evidence indicates that Mrs. Johnson makes counseling plans with consideration for best-practice and incorporates counseling theories/techniques, aligns her plans with the instruction/intervention that is delivered, and that student outcomes are measured for the plans that are implemented. The growth opportunity for *Quality Indicator 1.2* is “*Student outcomes are consistently measured for the plan that was implemented and outcomes are analyzed to determine impact on students*”, which is the descriptor for Evidence of Impact in the Developing Column (the next highest category from the lowest Professional Frame marked).

A score of “4 Developing” on *Quality Indicator 1.3: Helping Relationships*

- The evidence indicates that the school counselor reflects on the intentional use of helping skills to engage students in school counseling program activities, and that perceptual data or direct observations indicate that positive helping relationships are being established with stakeholders. An appropriate growth opportunity would include “*Helping skills are evaluated for impact on relationships, school counseling program delivery and student outcomes*”, which is the descriptor for Evidence of Practice in the Proficient Column.

A score of “2 Emerging” on *Quality Indicator 3.2: Collaboration*

- This indicates that the school counselor reviews school improvement plans; student achievement, grade, behavioral, and attendance data; school counseling planning survey data; works collaboratively with colleagues and key stakeholders to build relationships and has begun to understand and promote services, resources and support needed for students’ academic, career, and personal/social success needs; and identifies appropriate resources and strategies for consultation. An appropriate growth opportunity in this area would be to “*Promote an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment*”, which is the descriptor for Evidence of Commitment in the Developing Column.

Step 3: Develop a School Counselor Growth Plan

Rationale

The primary purpose of School Counselor Evaluation is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating in Step 2 identifies opportunities for growth. It is important when addressing opportunities for growth that a very clear plan be developed. The [School Counselor Growth Plan](#) is the document used to articulate the necessary components of this plan. For instances where very specific growth is required, or where specific areas of concern must be addressed, the [School Counselor Improvement Plan](#) is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the School Counselor Improvement Protocol, see pages 29-33 of this manual.

School Counselor Growth Plan (Based on the Data Team Process Model)				
<input type="checkbox"/> Professional Growth Plan for	Name	Date	School	Subject
Identify Indicator:	Standard Number and Name	Quality Indicator Number and Name		
Briefly describe why this indicator was selected (include whether this indicator aligns to a CSIP and/or BIP improvement goal)				
1. FOCUS <i>Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.</i>		2. GOAL <i>Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measurable, achievable, relevant, and timely. What will be the result indicators?</i>		
3. STRATEGY <i>Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.</i>		4. RESULTS <i>What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.</i>		
Signature of School Counselor	Signature of Evaluator	Baseline Score	Follow-Up Score	Growth Score

The School Counselor Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The Counselor Growth Plan will:

- Correspond to the examples of evidence provided in the appropriate Professional Frame.
- Clearly articulate a plan or goal statement to address growth opportunities
- Include specific strategies and timelines for application of new learning and skills
- Focus on results and outcomes

Refer to the following explanations and to the [School Counselor Growth Plan Example](#), based on Mrs. Johnson’s example, posted at the end of Step 3.

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measurable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus
 When considering different strategies to address growth opportunities, the state evaluation model refers to the following best practices guides and resources for the practicing Missouri School Counselor: the Missouri School Counseling Program Manual; the Resource Guides for each School Counseling Program Component: School Counseling Curriculum, Responsive Services, Individual Student Planning, and System Support; and the School Counseling System of Support meetings held consistently across our state. These resources are referenced because they offer specific strategies that can be included in the Counselor Growth Plan as a demonstration of progress on the specific indicator being addressed and later assist with evidence within the appropriate evidence frame.

Possible Sources of Evidence

Standard 1: Student Development

The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.

Professional Commitment		
<ul style="list-style-type: none"> Plans and designs needs based activities across the comprehensive guidance and counseling program components Posts behavioral norms/routines/procedures relevant to work across comprehensive guidance and counseling program components Student goals/objectives articulated across and within comprehensive guidance and counseling program activities Program activities are aligned with student learning outcomes as indicated by BIP, CSIP, and/or MSIP5 performance targets 	<ul style="list-style-type: none"> Activity planning links to Guidance and Counseling GLEs Lesson plans include objectives and Guidance and Counseling GLEs Substitute lesson plans include GLEs Tiered/differentiated lessons/units Homework assignments and guiding instructions Parent/guardian outreach Professional growth plan attends to comprehensive guidance and counseling program management and delivery 	<ul style="list-style-type: none"> Research integration plan Agenda/meeting notes from grade level/content area team Parent/student conferences/reports Professional learning Professional networking Bulletin boards
Professional Practice		
<ul style="list-style-type: none"> Alignment between guidance and counseling plans and implementation Builds student understanding of self/others utilizing a variety of global perspectives Utilizes methods of best practice across comprehensive guidance and counseling program activities Encourages student responsibility and articulates clear student expectations Implements program activities that are within the role of the professional school counselor Provides frequent opportunities for students to use critical thinking/problem solving 	<ul style="list-style-type: none"> Facilitates student directed counseling activities Engages students, families, and colleagues in comprehensive guidance and counseling program activities across the comprehensive guidance and counseling program components Implements interdisciplinary guidance and counseling curriculum experiences Facilitates student action to address relevant real-world issues Properly maintains all required documentation (confidentiality) 	<ul style="list-style-type: none"> Shows unconditional positive regard Builds positive, healthy relationships with others Uses appropriate classroom management strategies Demonstrates classroom/school awareness Provides a safe learning environment Participates in professional development and uses new ideas when appropriate Self-Reflection Acts as a change agent Participates in a mentor program Mentoring others
Professional Impact		
<ul style="list-style-type: none"> Observation/verification of student mastery Student work samples Student portfolios Student feedback/comments Student assessment data Student reflection/journals Student performance/growth reports Personal Plans of Study are documented Graduate follow-up data Uses perceptual data to reflect 	<ul style="list-style-type: none"> Student discussions/questions Structured interviews with students Results based evaluation Non-academic records of individual progress (attendance, class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress Student completion data on homework/projects Performance assessments of school counselor 	<ul style="list-style-type: none"> Student engagement and participation reflected in time/task analysis logs Student, parent, and/or staff survey results Student products/projects Parent/community attendance at comprehensive guidance and counseling program functions IIR data is analyzed Student assessment data analyzed from developmental perspective

Also provided is a document called the [Possible Sources of Evidence](#). This document is provided for each standard and offers a list of “possible” sources of evidence that a counselor might include as a component of the Counselor Growth Plan. It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some examples that might be included.

The evidence provided is categorized by the three Professional Frames (Commitment, Practice, Impact) found under each Indicator of the Growth Guide. In this way, counselors and administrators can use the possible sources of evidence pages to clarify exactly what kind of evidence will indicate that growth has occurred.

Example

Mrs. Johnson, in consultation with her evaluator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the DESE School Counseling Program Component Resources (<http://dese.mo.gov/college-career-readiness/guidance-counseling>) to determine appropriate skills and strategies to improve performance in her selected indicators. Mrs. Johnson considers the following information as she works to complete her Counselor Growth Plan:

- Quality Indicator 1.2: Counseling Theories and Interventions
 - Since the growth opportunity for Mrs. Johnson in the 1.2 indicator is “*Student outcomes are consistently measured for the plan that was implemented and outcomes are analyzed to determine impact on students*”, she can refer to the DESE School Counseling Program Component Resources <http://dese.mo.gov/college-career-readiness/guidance-counseling>. Relevant resources can be found within both the Responsive Services Guide under the Small Group Counseling Guide and the System Support Planning Guide under Sample P_{RO}BE projects. If Mrs. Johnson is going to implement small groups to address needs of the Language Arts students, she will be able to find templates and a process for measuring and analyzing student outcomes. She will also find example projects for measuring and analyzing outcomes for both small group and individual counseling interventions if she accesses the Sample P_{RO}BE projects. Let’s assume Mrs. Johnson will plan one or two small groups to address the needs of the Language Arts learners: one group will address study skills, and the other will address peer relationships since there are repeated office referrals for conflicts between students. Using the Small Group Counseling Guide, Mrs. Johnson identifies directions and pre/post methods for measuring student outcomes that she can use or adapt for use with her groups. Using the sample P_{RO}BE projects, Mrs. Johnson identifies strategies for analyzing and reporting the impact of outcomes.
 - In the Counselor Growth Plan, Mrs. Johnson documents the following:
 - FOCUS – Mrs. Johnson describes the focus as measuring student outcomes and analyzing outcomes to determine the impact on students.
 - GOAL – Mrs. Johnson sets criteria for the desired outcomes for students in the group, the desired impact of those outcomes and a target date for completion.
 - STRATEGY – Mrs. Johnson describes the steps and strategies she will implement to reach the goal(s)
 - RESULTS – (to be completed later in Step 5)

➤ Quality Indicator 1.3: Helping Relationships

- The growth opportunity for Mrs. Johnson in the 1.3 indicator is include *"Helping skills are evaluated for impact on relationships, school counseling program delivery and student outcomes"*. Once again, Mrs. Johnson can refer to the DESE School Counseling Program Components Resources <http://dese.mo.gov/college-career-readiness/guidance-counseling> and to the Missouri School Counseling Program (MSCP) Manual <http://dese.mo.gov/college-career-readiness/guidance-counseling/missouri-comprehensive-guidance-counseling-program>. Relevant resources can be found within both the Program Components Responsive Services Guide under the Small Group Planning Guide and in Appendix E: School Counseling Program Surveys of the Missouri School Counseling Program (MSCP) Manual. If Mrs. Johnson is going to implement small groups to address needs of the Language Arts students, she will be able to find indicators of helping skills within the post-group perceptions survey forms. These forms have helping skill indicators, and Mrs. Johnson and her evaluator can also adapt the forms as needed. If Mrs. Johnson and her evaluator want to evaluate her helping skills more broadly across the entire School Counseling Program, they can implement the School Counseling Program Survey from the MSCP Manual. Let's assume Mrs. Johnson will evaluate her helping skills using post-group perception forms. Using the Small Group Counseling Guide, Mrs. Johnson identifies directions and the forms in the Small Group Planning Guide she will need to use, and perhaps adapt, to evaluate her helping skills.
- In the Counselor Growth Plan, Mrs. Johnson documents the following:
 - FOCUS – Mrs. Johnson describes the focus as evaluating her helping skills to determine their impact on relationships, school counseling program delivery and student outcomes.
 - GOAL – Mrs. Johnson sets criteria for the desired outcomes of evaluating her helping skills a target date for completion.
 - STRATEGY – Mrs. Johnson describes the steps and strategies to implement the survey forms to evaluate her helping skills.
 - RESULTS – (to be completed later in Step 5)

➤ Quality Indicator 3.2: Collaboration

- An appropriate growth opportunity in this area would be for Mrs. Johnson to *"Promote an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment"*. Using the School Counseling Program Components Resources <http://dese.mo.gov/college-career-readiness/guidance-counseling>, Mrs. Johnson finds the Responsive Services resources and accesses the Collaboration and Consultation Guide. In reviewing the guide Mrs. Johnson and her evaluator observe the Pre-Consultation Guide and the Sample Meeting Agenda/Consultation Record. They agree that these two practices, when utilized during the sixth grade language arts team intervention, will provide evidence of an effective process for examining student needs and reviewing relevant data to improve student services and build collective commitment.
- In the Counselor Growth Plan, Mrs. Johnson documents the following:
 - FOCUS – Mrs. Johnson describes the focus of promoting an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment".

- **GOAL** – Mrs. Johnson sets criteria for the desired outcomes of the effective process (needs will be identified, data will be utilized to build intervention, etc.) and sets a target date for completion.
- **STRATEGY** – Mrs. Johnson describes the steps and strategies to utilize the Pre-Consultation Guide and the Sample Meeting Agenda/Consultation record to promote an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment.
- **RESULTS** – (to be completed later in Step 5)
- [School Counselor Growth Plan Example](#)

Mrs. Johnson can further support growth opportunities by reading appropriate articles and research. Her local Professional Development Committee (PDC), mentor, the regional professional development center, and professional associations can be of assistance, as well as, other effective counselors in her building and district.

Step 4: Regularly Assess Progress and Provide Feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations, and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly, that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional but is often helpful to accurately determine progress

The use of [feedback forms](#) included as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.

The Performance Indicator Feedback Form (above left) provides documentation of the progression of feedback offered on a particular indicator or indicators. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both counselor and observer comments.

The General Observation Feedback Form (above right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular strategies being used by the counselor, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and the school counseling plan, type of assessment being used, and an overall assessment of the learning environment.

Example

Mrs. Johnson monitors progress on the particular skills she has chosen in her Professional Growth Plan. Mrs. Johnson reviews publications and resources from the American School Counselor Association, attends the Missouri School Counselor Association Fall Conference, and reviews the Missouri Department of Elementary and Secondary Education School Counseling resources and tools. A peer counselor/colleague agrees to participate in some informal discussions and observations. Based on feedback from her peer counselor/colleague, Mrs. Johnson begins to make progress acquiring new knowledge and applying new skills.

Mrs. Johnson receives two Performance Indicator Feedback Forms from her principal/evaluator regarding discussions of her methods for assessing learning outcomes and learning outcomes from her small group(s) in support of Quality Indicator 1.2. She also receives a Performance Indicator Feedback Form from a co-counselor and teacher about the impact of her helping skills on the Language Arts learners and the Collaboration/Consultation processes she has implemented to plan for the Language Arts learners to support Quality Indicators 1.3 and 3.2.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress. These forms also provide evidence for Mrs. Johnson's annual summative evaluation.

Step 5: Determine a Follow-up Score for Each Identified Quality Indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the counselor's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice, or impact. Evidence in the Commitment Frame focuses on the quality of the counselor and includes data and information like preparation, lesson design, and credentialing. Evidence in the Practice Frame focuses on observable behaviors, or the quality of the teaching that the counselor is doing. Evidence in the Impact Frame focuses on outcomes or what students in the counselor’s class are doing. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the counselor and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of follow-up rating is to determine the extent to which the plan articulated on the Counselor Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Counselor Growth Plan. In addition, the follow-up score and growth score are also captured on the Counselor Growth Plan.

Example

Mrs. Johnson’s follow-up ratings included:

- A follow-up score of “4 Developing” on Quality Indicator 1.2: Counseling Theories and Interventions
 - Pre/post data that Mrs. Johnson gathered, analyzed, and reported from her small group intervention provided evidence of methods for assessing, analyzing, and documenting learning outcomes and documented learning outcomes from her small group(s) in support of Quality Indicator 1.2. In addition, feedback forms from discussions with her principal also support this evidence.
 - In the Counselor Growth Plan, Mrs. Johnson adds the additional documentation:
 - FOCUS – Mrs. Johnson describes the focus as measuring student outcomes and analyzing outcomes to determine the impact on students.

- GOAL – Mrs. Johnson describes the desired outcomes for students in the group and the desired impact of those outcomes
 - STRATEGY – Mrs. Johnson describes the methods she will use to measure outcomes and how she will analyze and report the impact of outcomes on the students.
 - RESULTS – Mrs. Johnson describes the specific data from the methods she used to measure outcomes and her analysis and report of the impact of the outcomes on students.
 - Baseline Score – 2
 - Follow-up Score – 4
 - Growth Score – 2
- A follow-up score of “5 Proficient” on Quality Indicator 1.3: Helping Relationships
- The post-small group survey forms that Mrs. Johnson implemented provided evidence that her target goals were met and that she successfully evaluated her helping skills in support of Quality Indicator 1.3. The feedback form completed by the Co-counselor/teacher support the evidence.
 - In the Counselor Growth Plan, Mrs. Johnson adds the additional documentation:
 - FOCUS – Mrs. Johnson describes the focus as evaluating her helping skills to determine their impact on relationships, school counseling program delivery, and student outcomes
 - GOAL – Mrs. Johnson describes the desired outcomes of evaluating her helping skills and sets a target for the results of the survey forms
 - STRATEGY – Mrs. Johnson will implement the survey forms to evaluate her helping skills
 - RESULTS – Mrs. Johnson describes the post-small group survey forms and the results
 - Baseline Score – 4
 - Follow-up Score – 5
 - Growth Score – 1
- A follow-up score of “4 Developing” on Quality Indicator 3.2: Collaboration
- Through implementation of the Pre-Consultation Guide processes and the Sample Meeting Agenda/Consultation Record, there is evidence to suggest that Mrs. Johnson promoted an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment. In the Counselor Growth Plan, Mrs. Johnson adds the additional documentation:
 - FOCUS – Mrs. Johnson describes the focus of promoting an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment.
 - GOAL – Mrs. Johnson describes the desired outcomes of the effective process (needs will be identified, data will be utilized to build intervention, etc.)

- **STRATEGY** – Mrs. Johnson describes how she will use the Pre-Consultation Guide and the Sample Meeting Agenda/Consultation record to promote an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment
- **RESULTS** – Mrs. Johnson describes the outcomes of implementing the Pre-Consultation Guide and the Sample Meeting Agenda/Consultation record to promote an effective process for examining student needs, including review of relevant data, to improve student support services and build collective commitment
- Baseline Score – 2
- Follow-up Score – 4
- Growth Score – 2

Step 6: Complete the Summative Evaluation

Rationale

The evaluation process exists as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the counselor’s effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations, and any other data or information relevant to the counselor’s performance observed or gathered throughout the year. This information is captured on feedback forms and the Counselor Growth Plan or, if applicable, the Counselor Improvement Plan. This information and data is used to complete [Summative Evaluation Form](#).

The first 2 pages of the summative evaluation form provide both an overview of the effectiveness of the counselor looking across all five standards as well as a focused view with regard to the specific quality indicators the counselor has worked on throughout the year.

- Assessing the counselor’s performance across all standards

Note: Each standard is listed, and for each standard three rating categories are provided- Meets Expectation, Growth Opportunity, and Area of Concern. Within each of the three rating category boxes, there is a dropdown menu. The dropdown menu includes a listing of each quality indicator within the corresponding standard. The menu allows for the selection of one or multiple quality indicators as well as

1st and 2nd Year School Counselor Evaluation Summative Report		Date:
School Counselor: _____		
School: _____		Academic Year: _____
Standard 1: Student Development		
The professional school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, career, and personal/social development.		
Meets Expectation:		
Choose an item.		
Choose an item.		
Choose an item.		
Comment:		
Growth Opportunity:		
Choose an item.		
Choose an item.		
Choose an item.		
Comment:		
Area of Concern:		
Choose an item.		
Choose an item.		
Choose an item.		
Comment:		

the options of All or None. A description of the three rating categories is provided in the following list.

- **Meets Expectation** – selecting this box for a standard indicates that performance in this area meets the expectation of the administrator/district at the present time
- **Growth Opportunity** – selecting this box for a standard might possibly result in quality indicator/indicators from the dropdown menu being selected in the following year as an opportunity for growth and documented in the next year’s Counselor Growth Plan
- **Area of Concern** – selecting this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
- Note: The comment space provided at the bottom of each of the three standard rating category boxes provides opportunity to offer the rationale for the rating as well as to note exemplary performance for the particular standard.

➤ Assessing the counselor’s performance on selected indicators:

- This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
- Note: This information is transferred from the Counselor Growth Plan

Standard 2: Comprehensive Guidance Program Implementation
The professional school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, career, and personal/social development of all students.
Meets Expectation: Choose an item. Choose an item. Choose an item. Comment:
Growth Opportunity: Choose an item. Choose an item. Choose an item. Comment:
Area of Concern: Choose an item. Choose an item. Choose an item. Comment:
Standard 3: Professional Relationships
The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district.
Meets Expectation: Choose an item. Choose an item. Choose an item. Comments:
Growth Opportunity: Choose an item. Choose an item. Choose an item. Comments:
Area of Concern: Choose an item. Choose an item. Choose an item. Comments:
Standard 4: Leadership and Advocacy
The professional school counselor serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program, and the school district.
Meets Expectation: Choose an item. Choose an item. Choose an item. Comments:
Growth Opportunity: Choose an item. Choose an item. Choose an item. Comments:
Area of Concern: Choose an item. Choose an item. Choose an item. Comments:

- Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the counselor
- Baseline Assessment – indicate the initial rating achieved for each selected indicator
- Goal – summarize the goal that was created to address the growth opportunity
- Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
- Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator

Standard 5: Ethical and Professional Conduct	
The professional school counselor knows, understands, and adheres to current ethical and professional standards and legal requirements.	
Meets Expectation: Choose an item. Choose an item. Choose an item.	
Comments:	
Growth Opportunity: Choose an item. Choose an item. Choose an item.	
Comments:	
Area of Concern: Choose an item. Choose an item. Choose an item.	
Comments:	

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
 **An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities			Academic Year:		
Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment	
#1	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4	
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6	
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7	
#2	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4	
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6	
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7	
#3	Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2			Emerging (0-2) <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2	
	Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4			Developing (3-4) <input type="checkbox"/> 3 <input type="checkbox"/> 4	
	Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6			Proficient (5-6) <input type="checkbox"/> 5 <input type="checkbox"/> 6	
	Distinguished (7) <input type="checkbox"/> 7			Distinguished (7) <input type="checkbox"/> 7	

The final page of the Summative Evaluation Form provides an overall rating for the counselor. This section is completed as follows:

1. Years in Position – determine the number of years the counselor has been in the current evaluated position (Note: the purpose for “in position” is to allow for reassignment of counselors to different grade levels/positions without adversely affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
 - a. **Ineffective Rating**
 - i. Multiple areas of concern across the 5 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - b. **Minimally Effective Rating**
 - i. 1 area of concern across the 5 standards, OR
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - c. **Effective Rating**
 - i. No areas of concern across the 5 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - d. **Highly Effective Rating**
 - i. No areas of concern across the 5 standards, AND
 - ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
 - e. Complete the comments section and the recommendation for employment

Overall School Counselor Rating				
Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
1	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section
2	Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section

	is rated as		for the		-		school year.
<i>School Counselor's Name</i>		<i>Effectiveness Rating</i>					<i>school</i>

Overall Comments:

<input type="checkbox"/> Recommend for Re-Employment <input type="checkbox"/> Develop a new or revised growth plan based on new indicators or a continuation of the same indicators. <input type="checkbox"/> Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.	<input type="checkbox"/> Do Not Recommend for Re-Employment
---	--

<i>Counselor's Signature</i>		<i>Date</i>	<i>Evaluator's Signature</i>		<i>Date</i>

Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all 5 counseling standards

- | | |
|--|--------------------|
| • Standard 1: Student Development | Growth Opportunity |
| • Standard 2: School Counseling Program Implementation | Growth Opportunity |
| • Standard 3: Professional Relationships | Growth Opportunity |
| • Standard 4: Leadership and Advocacy | Growth Opportunity |
| • Standard 5: Ethical and Professional Conduct | Growth Opportunity |

Mrs. Johnson had no areas of concern. She had five areas; Student Development, School Counseling Program Implementation, Professional Relationships, Leadership and Advocacy, and Ethical and Professional Conduct that were marked by her administrator as growth opportunities. Her selected indicators next year could possibly come from any of these standards. In the comments section under Standard 3 Professional Relationships, her administrator noted that he felt Mrs. Johnson was particularly strong in her collaboration and professional conduct skills this year and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific targets intended to improve the learning of the 6th grade language arts students. Her ratings on her practice moved from a rating of

- Emerging (2) to Developing (4) on Quality Indicator 1.2: Counseling Theories and Interventions.
- Developing (4) to Proficient (5) on Quality Indicator 1.3: Helping Relationships
- Emerging (2) to Developing (4) on Quality Indicator 3.2: Collaboration

Her average rating based on her follow-up assessments is a 13 total / 3 indicators = 4.3. This average follow-up assessment score provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

Mrs. Johnson is in her third year of counseling in the middle school. Since she has been in her current, evaluated position for three years, the second row of the Overall Counselor Rating Chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 4-5 range.

Overall Counselor Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
0-2	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5	Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10	Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10	Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs. Johnson would receive the following overall rating:

Mrs. Johnson is rated as Effective for the 2014 - 2015 school year.
Counselor's Name *Effectiveness Rating*

Recommend for Re-Employment

Do Not Recommend for Re-Employment

- Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.**
- Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a counselor's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the evaluator/administrator and perhaps teams of counselors and/or colleagues, select indicators for next year (applies to returning counselors).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the work she is doing with the language arts students. She particularly reflects on how new learning, skills, and strategies from the evaluation process have contributed to her students' improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. Based on her Summative Evaluation Form, they consider and discuss selecting indicators for the following school year. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for Completion of the School Counselor Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop a Counselor Growth Plan	Regularly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on: student data, building & district improvement plans, and CGCP GLEs.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Counselor Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by mentors, peers, counselor team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Counselor Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15 th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Counselor	April – Summer	August – October	November – February		By March 15		April – May – Summer

School Counselor Improvement Protocol

While the primary purpose of the Counselor Growth Plan is to identify and capitalize on growth opportunities, the focus of the Counselor Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Counselor Improvement Protocol

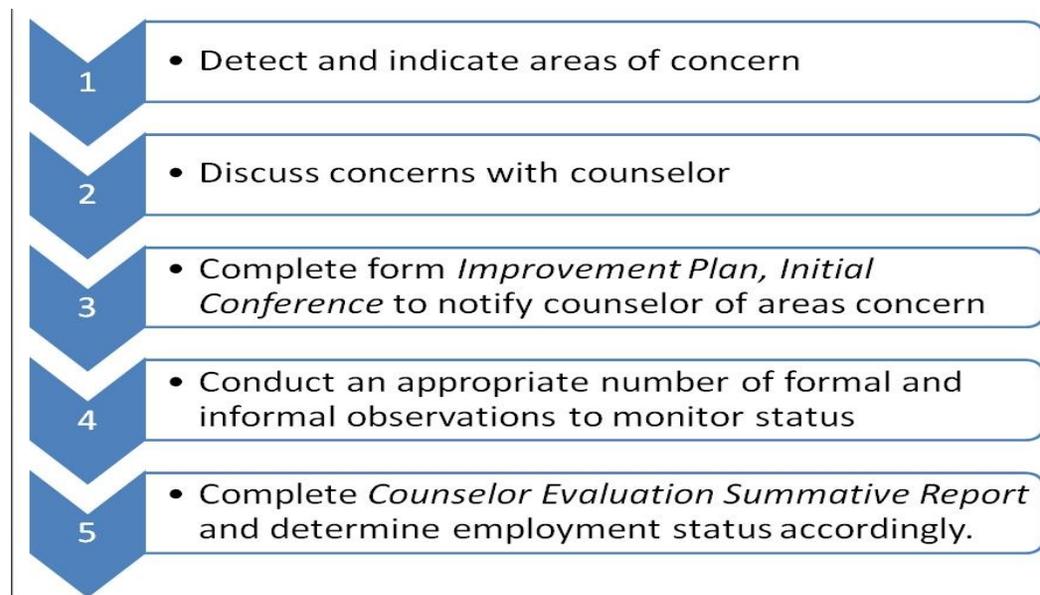
targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Counselor Improvement Protocol is not only a collaborative process between counselor and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.

It is important to remember that the Counselor Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Counselor Improvement Protocol should only be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Counselor Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Counselor Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Counselor Improvement Plan, Initial Conference Form should be completed collaboratively with the counselor, and copies should be shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Counselor Improvement Plan and Initial Conference Form, the evaluator should conduct an appropriate number of formal and informal observations to monitor the status of the counselor. The Counselor Improvement Plan, Follow-up Observation & Conference Form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the [Summative Evaluation Form](#) to determine the respective counselor's employment status accordingly.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.



Counselor Improvement Plan Forms

The [School Counselor Improvement Plan](#), Initial Conference Form (below) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Counselor Improvement Plan, Follow-up Observation & Conference form (above) is used for any formal or informal observations or conferences

that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.

School Counselor Improvement Plan						
(Initial Conference)						
<input type="checkbox"/> Improvement Plan for	Name	Date	School	Subject	Academic Year	
Identify Indicator:	Standard Number and Name		Quality Indicator Number and Name			
Rationale: Describe why the improvement on the indicator is required						
1. IMPROVEMENT TARGET Describe specifically the improvement required based on the performance indicator referenced above.			2. SPECIFIC STRATEGIES Create a goal statement addressing the IMPROVEMENT TARGET. The goal statement should include essential, measurable qualities.			
3. BENCHMARKS AND TIMELINES Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.			4. MEASURES Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed.			
Initial evaluation signatures (counselor signature indicates knowledge of the report, not necessarily agreement)						
Signature of School Counselor		Date		Signature of Evaluator		Date

**School Counselor Improvement Plan
(Follow-up Observation and Conference)**

Date: _____

NOTES ON PROGRESS

Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.

Follow-up Meeting Signatures (counselor signature indicates knowledge of the report, not necessarily agreement)

Signature of Counselor

Date

Signature of Evaluator

Date

Timeline for Completion of the School Counselor Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 37-39 <i>Improvement Plan, Initial Conference</i>	Hold Initial Conference to notify Counselor of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, counselor should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to counselor rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with counselor either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Counselor Evaluation Protocol
Timeline	Detection of areas of concern can occur at any time throughout the year or at any point in a counselor’s career	The Initial Conference form should be completed immediately after detection of areas of concern	The Initial Conference should be held immediately after completion of the form	Formal and informal observations and/or conferences should be conducted throughout the remainder of the established timeline for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the counselor to show improvement, but consistent to accurately monitor progress	The Summative Evaluation Form should be completed at the end of the timeline

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.