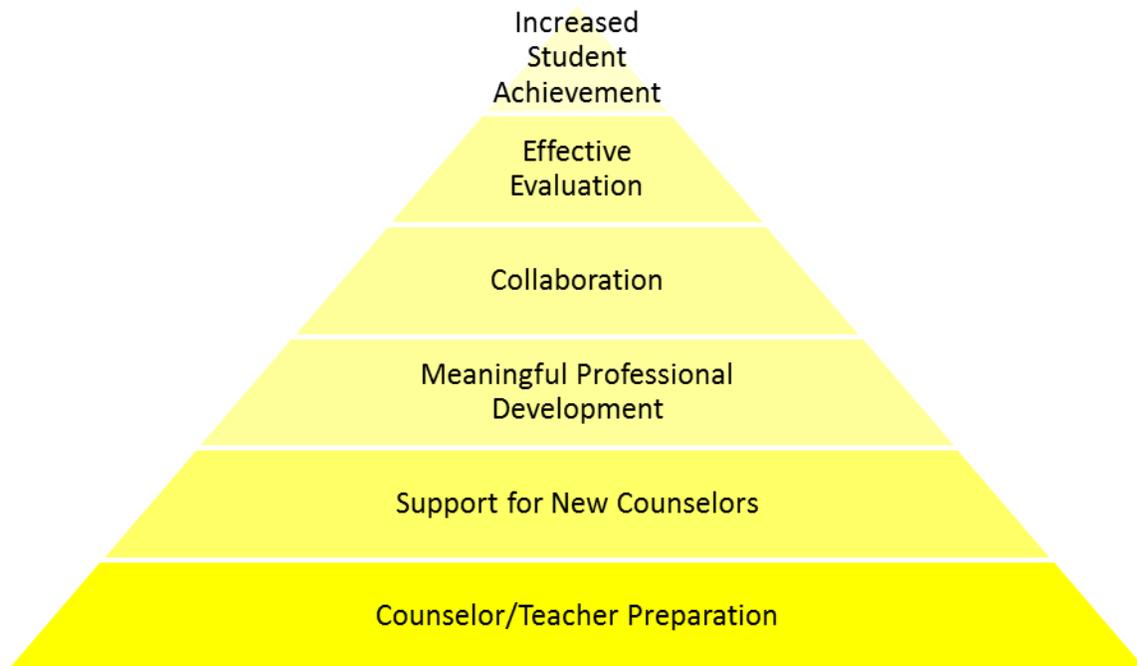




# Professional Growth And Evaluation Handbook For Counselors

A Comprehensive System of Growth and Evaluation designed to  
Support Best Practices in School Counseling

Updated April 5, 2013



This Document, based on the InTASC standards, was created by the following professionals to serve as the framework for supporting Counselors and Child Development Specialists in the Pendleton School District. Through mentoring, meaningful, aligned professional development, and a focus on collaboration, professional practices in concert with effective supervision and evaluation procedures will yield increased student achievement. For the purposes of this document, “counselor” will refer to both licensed counselors and elementary child development specialists. Thank you, for your work and support of the Counselors and Child Development Specialists of the Pendleton School District:

Chris	Bettineski	Counselor/Head Teacher, Hawthorne Jr/Sr High School
Larry	Brizendine	Counselor, Sunridge Middle School
Shannon	Collins	Child Development Specialist, Lincoln Primary & West Hills Intermediate
Karen	Demianew	Counselor, Pendleton High School
Barbara	Larson	Counselor, Pendleton High School
Tricia	Mooney	Assistant Superintendent
Athena	Nelson	3rd Grade, Washington Elementary
David	Norton	Child Development Specialist, Washington Elementary
Lisa	Roberts	Child Development Specialist, Sherwood Heights Elementary
Patti	Thorne	Child Development Specialist, McKay Creek Elementary
Aimee	VanNice	Principal, McKay Creek Elementary
Greg	Whitten	Counselor, Pendleton High School

# Table of Contents

Multiple Measures.....	4
Evaluation Timeline .....	5
Performance Evaluation Cycle.....	6
Goal Setting.....	6
Observations.....	7
Plan of Assistance for Improvement.....	8

## **Evaluation Standards and Rubric:**

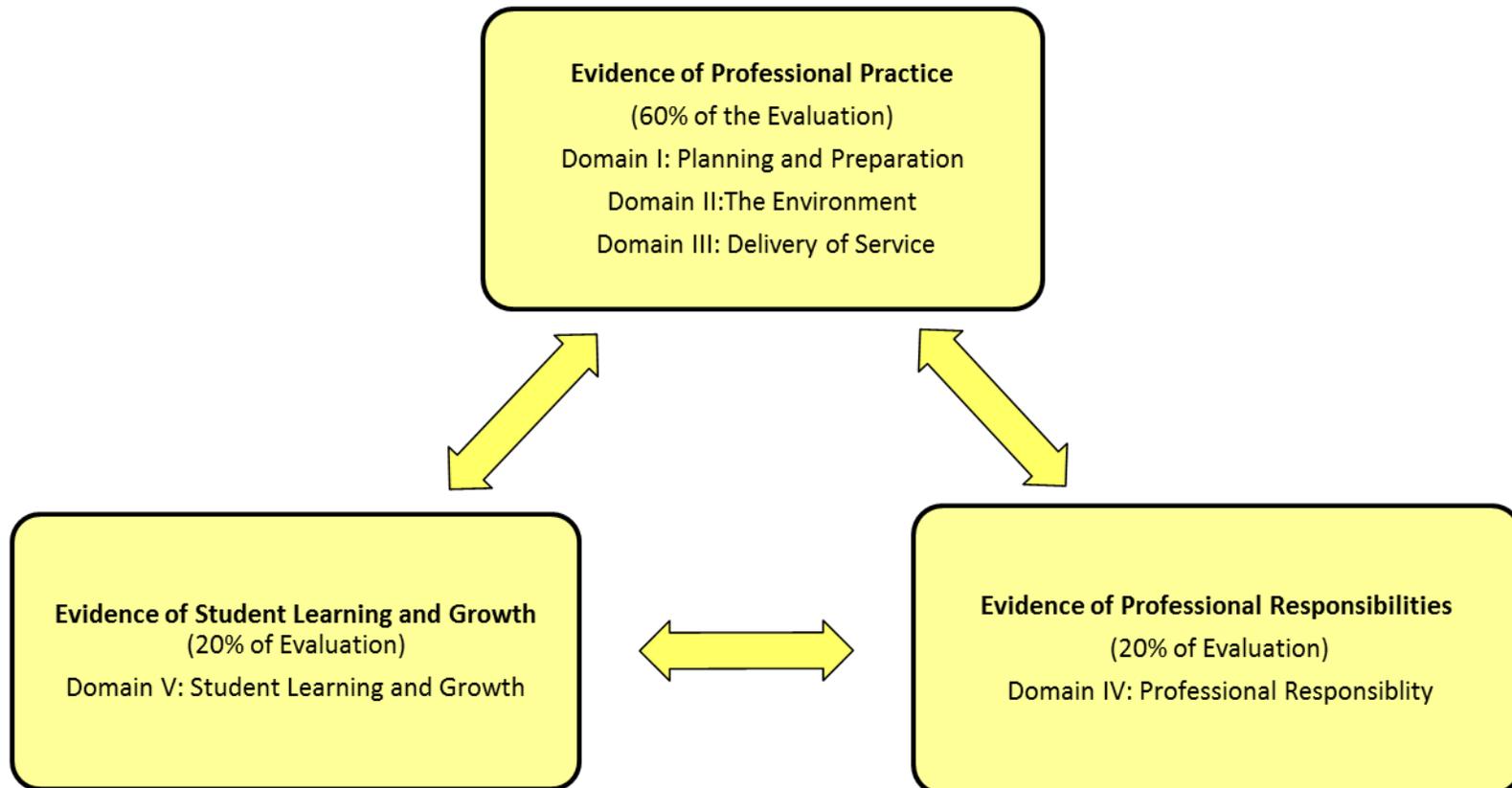
Teacher Evaluation Standards .....	10 - 11
Scoring Rubric.....	12 - 20
Aligned Professional Development.....	21 - 22

## **FORMS:**

Formal Pre-Observation Report.....	24
Reflection Sheet.....	25
Teacher Self-Assessment.....	26 - 27
Formative Evaluation/Classroom Observation.....	28 - 29
Summative Evaluation Form.....	30 - 31
Goal Setting Process Form & Resources.....	32 - 35
Plan of Assistance for Improvement Form.....	36
Documentation of Professional Development Form.....	37
Glossary of Terms.....	38 - 39

## Multiple Measures of Counselor Practice

The Pendleton School District's evaluation system will include multiple measures to evaluate counselor performance and effectiveness. Due to the complex nature of counseling, a single measure does not provide sufficient evidence to evaluate performance. When combined, the multiple measures provide a body of evidence that informs the counselor's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs. As illustrated below, the multiple measures of the PSD Evaluation Framework (Domains I – IV) also provide information as to the counselor's contribution to student growth.



Each of the Domains listed above can be further broken down into research-based performance standards that define best practice in counseling. Potential evidence of those standards is listed within the performance rubric.

### A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Counselors	Contract Counselors
<b>August/ September</b>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Meeting with building administrator to discuss Evaluation and Supervision Process</li> <li>❖ Mini-observations and formal observations begin**</li> <li>❖ Complete Self-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Overview of Evaluation and Supervision Process</li> <li>❖ Mini-observations begin</li> <li>❖ Complete Self-Assessment</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ *Goal Conference/Submit written goals – by November 1<sup>st</sup>.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> <li>❖ *Goal Conference/Submit written goals – by November 1<sup>st</sup>.</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ Meeting with building administrator to discuss goal progress</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>❖ Mini- and/or formal observations**</li> <li>❖ Mid-Year Goals Conference</li> </ul>	<ul style="list-style-type: none"> <li>❖ Mini-observations</li> <li>❖ Mid-Year Goals Conference</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>❖ *2 formal observations by February 15<sup>th</sup></li> <li>❖ *3 mini-observations by February 15<sup>th</sup></li> <li>❖ Meeting with building administrator to discuss contract renewal/non-renewal</li> </ul>	<ul style="list-style-type: none"> <li>❖ *3 mini-observations by February 15<sup>th</sup>.</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – March 15</li> <li>❖ *3<sup>rd</sup> Formal Observation for 1<sup>st</sup> year counselors by March 15</li> <li>❖ Mini-Observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – March 15</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Mini- and formal observations**</li> </ul>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Mini-observations</li> </ul>
<b>May/June</b>	<ul style="list-style-type: none"> <li>❖ *5 mini-observations by May 15<sup>th</sup></li> <li>❖ Mini- and formal observations**</li> <li>❖ Complete Self-Assessment</li> <li>❖ Final goals assessment concluded (planning new goals)</li> <li>❖ *Summative Evaluation - prior to last work day for counselors</li> </ul>	<ul style="list-style-type: none"> <li>❖ *5 mini-observations by May 15<sup>th</sup></li> <li>❖ Complete Self-Assessment</li> <li>❖ Final goals assessment concluded (planning new goals)</li> <li>❖ *Summative Evaluation - prior to last work day for counselors</li> </ul>

A program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

\* Indicates deadline

**\*\*Probationary counselors will receive face to face feedback from their supervisor at least once per month.**

### **PERFORMANCE EVALUATION CYCLE**

All counselors in the Pendleton School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, observations and a written evaluation. The written evaluation will assess counselor performance using the following scale:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
<b>Unsatisfactory</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (PAI)
<b>Basic</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
<b>Proficient</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Leadership Opportunities
<b>Exemplary</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Leadership Opportunities

### **GOAL SETTING**

Counselors will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

- a) Counselors who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21<sup>st</sup> century skills.
- b) Counselors in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

#### **Types of Measures for Student Learning and Growth for Counselor Evaluations**

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	School-based or District-wide measures	Student performances, portfolios, products, projects, work samples, tests, attendance data, student discipline data, credits earned

*From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012*

### MINI-OBSERVATION

Mini-observations will take place throughout the school year for ALL counselors. These observations will be approximately 10 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by counselor invitation.

Feedback will be given to the counselor after each mini-observation and will be given in written form using a variety of tools that are housed in Talent-Ed. In addition, there will be a minimum of **at least three (3) face-to-face opportunities for feedback in the year.**

Mini-observations can occur during any phase of the counselor's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

\*\*A minimum of three (3) mini-observations is required for all teachers by February 15<sup>th</sup>, with a minimum of five (5) by May 15<sup>th</sup>.

### FORMAL OBSERVATION PROCESS

- I. Pre-Conference\*  
The supervisor and counselor meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and counselor.  
\* May be waived by mutual consent of counselor and supervisor.
- II. Observation  
During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable.
  - I. Planning and Preparation
    1. Knowledge of Content
    2. Knowledge of Students
    3. Program Goal Setting
  - II. The Environment
    4. Climate of Respect and Learning
    5. Procedures and Physical Environment
    6. Managing Student Behavior
  - III. Delivery of Service
    7. Lesson Delivery
    8. Feedback to Students
    9. Assessment for Learning

The length of observation will be no less than a cohesive portion of an instructional period or meeting.
- III. Reflection Sheet  
This format is intended to be available to use and be completed by the counselor being observed. The post-observation conference will focus on the data collected by the administrator and the input from the counselor regarding the items on the Reflection Sheet.
- IV. Reflection Conference  
As soon as is practical after the observation, a conference will be scheduled. The supervisor and counselor will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.
- V. Frequency  
1<sup>st</sup> year counselors – 2 by February 15<sup>th</sup> with a total of 3 by March 15<sup>th</sup>  
2<sup>nd</sup> and 3<sup>rd</sup> year counselors – 2 by February 15<sup>th</sup>

### **PLAN OF ASSISTANCE FOR IMPROVEMENT**

The Plan of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement, which is to include:

1. A description of the deficiency(ies) which need(s) to be changed (in a staff member's conduct or performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the counselor is to remedy the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.
4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid counselors to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.
2. Continuation and extension of current Plan of Assistance for Improvement.
3. Continued recommendation for contract non-extension.
4. Dismissal or non-renewal.

Pendleton School District  
Standards of Professional  
Practice  
and  
Scoring Rubric

## Pendleton School Counselor Performance Standards

<b>Domain I: Planning &amp; Preparation</b>
<b>Standard 1: Knowledge of Content</b>
1.1 Shows an effective command of comprehensive counseling and guidance standards and framework to guide student achievement.
1.2 Uses effective counseling interventions and supports to communicate counseling knowledge.
1.3 Takes an active role in adopting new counseling and guidance standards and framework.
<b>Standard 2: Knowledge of Students</b>
2.1 Builds upon students' knowledge and experience.
2.2 Uses school, district, and community resources to support and advocate for student needs.
2.3 Recognizes and addresses students' academic, career, personal, and social development.
<b>Standard 3: Program Goal Setting</b>
3.1 Selects appropriate program goals based upon national, state and local standards.
3.2 Selects goals that are measurable and states them in terms of student achievement.
3.3 Selects goals appropriate for students.
<b>Domain II: The Environment</b>
<b>Standard 4: Climate of Respect and Learning</b>
4.1 Creates an environment that promotes equity, respect and positive interpersonal interactions.
4.2 Interacts with students appropriately to developmental and cultural norms.
4.3 Has high expectations for student success, quality work and student achievement.
<b>Standard 5: Procedures and Physical Environment</b>
5.1 Employs school-wide procedures that promote student learning and facilitates positive interactions consistent with district programs.
5.2 Promotes a safe and accessible school environment for all students.
5.3 Facilitates smooth transitions with little loss of instructional time.
5.4 Ensures all students have access to materials, technology and necessary resources.
<b>Standard 6: Managing Student Behavior</b>
6.1 Clearly communicates and enforces school-wide expectations.
6.2 Addresses inappropriate behavior consistently and appropriately.
6.3 Proactively addresses student behavior.
<b>Domain III: Delivery of Service</b>
<b>Standard 7: Lesson Delivery</b>
7.1 Exhibits clear lesson delivery to reflect age-appropriate and effective teaching strategies.
7.2 Activate students' prior knowledge.
7.3 Differentiates to meet the needs of diverse learners.
7.4 Uses a variety of questioning and discussion techniques to elicit student reflection and problem-solving.
<b>Standard 8: Feedback to Students</b>
8.1 Demonstrates the ability to listen to students and respond appropriately.
8.2 Provides constructive feedback that facilitates learning and academic growth.
8.3 Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.
<b>Standard 9: Assessment for Learning</b>
9.1 Uses data to guide individual and group instruction, including follow-up when necessary.
9.2 Uses data to guide students in taking ownership of their academic and/or behavior needs.
<b>Domain IV: Professional Responsibilities</b>
<b>Standard 10: Professional Growth</b>
10.1 Actively participates in professional development opportunities relevant to his or her counseling assignment.
10.2 Actively engages in meaningful goal setting.
10.3 Pursues professional growth through reflection, self-assessment, learning and knowledge of best practices.
<b>Standard 11: Record Keeping and Communication</b>
11.1 Maintains accurate records according to district and building protocol.
11.2 Knows and adheres to the district job description and standards of performance including the Competent and Ethical Educator Standards.
11.3 Maintains appropriate confidentiality.
11.4 Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.
11.5 Facilitates meetings effectively.
11.6 Effectively and appropriately collaborates with colleagues and other professionals.

<b>Standard 12: Commitment to Initiatives</b>
12.1 Supports building and district priorities.
12.2 Knows and actively participates in building and district initiatives.
<b>Domain V: Student Learning and Growth</b>
<b>Standard 13: Student Growth on Formative/Summative Assessments</b>
13.1 Is aware of student academic growth.
13.2. Can show proof of student growth.
<b>Standard 14: Student Growth Measured by Performance on Standardized Assessments</b>
14.1 Administers/utilizes appropriate standardized assessments adhering to professional guidelines.
14.2. Designs and facilitates academic supports to prepare students for standardized assessments.
<b>Standard 15: Student Growth on Performance Assessments</b>
15.1 Maintains appropriate records to document student growth.

DOMAIN I: PLANNING AND PREPARATION			UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p><b>Standard 1: Knowledge of Content</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ show an effective command of comprehensive counseling and guidance standards and framework to guide student achievement?</li> <li>➤ use effective counseling interventions and supports to communicate counseling knowledge ?</li> <li>➤ take an active role in adopting new counseling and guidance standards and framework?</li> </ul>	<p>The counselor does not have a command of the subject. Adequate counseling intervention and supports are seldom used to communicate counseling knowledge related to national, state, or district standards. The counselor is ineffective at guiding student achievement.</p>	<p>The counselor has a <b>satisfactory</b> command of the subject. Adequate intervention and supports are used to communicate counseling knowledge and are sometimes related to national, state, or district standards. The counselor is aware of <b>some</b> counseling knowledge and uses that knowledge to guide student achievement.</p>	<p>The counselor has a strong command of the subject. Intervention and supports are used to communicate counseling knowledge and can easily be related to national, state, or district standards and framework. The counselor has <b>strong</b> counseling knowledge and uses that knowledge to guide student achievement.</p>	<p>High levels of intrinsic motivation mark authentic counseling. <b>Extensive</b> intervention and supports are used to communicate counseling knowledge. The intervention and supports can easily be related to national, state, or district standards and framework. The counselor has <b>deep</b> counseling knowledge and uses that knowledge to guide student achievement.</p>	
		<p><b>Standard 2: Knowledge of Students</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ build upon students' knowledge and experience?</li> <li>➤ use school, district, and community resources to support and advocate for student needs?</li> <li>➤ recognize and address students' academic, career, personal, and social development?</li> </ul>	<p>The counselor <b>does not</b> build upon students' prior knowledge or experience. The counselor is <b>unaware</b> of a students' cultural background, and puts forth <b>little effort</b> to understand student academic, career, personal, and social development. The counselor <b>rarely</b> accesses school, district, and community resources to meet student needs. The counselor <b>seldom</b> accesses school, district, and community resources to meet student needs.</p>	<p>The counselor builds upon students' prior knowledge and experiences. The counselor is <b>sometimes</b> aware of the cultural differences in a student's background, and <b>sometimes</b> puts forth effort to understand student academic, career, personal, and social development. The counselor uses this knowledge but, <b>rarely adjusts or accommodates</b> to meet individual student needs. The counselor <b>occasionally</b> accesses school, district, and community resources to meet student needs.</p>	<p>The counselor builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. The counselor puts forth effort to understand student academic, career, personal, and social development and makes individual adjustments based upon this knowledge. The counselor <b>often</b> accesses school, district, and community resources to meet student needs.</p>	<p>The counselor builds upon students' prior knowledge and experiences and is <b>acutely aware</b> of the cultural differences of all students. The counselor puts forth <b>great effort</b> to understand student academic, career, personal, and social development and frequently makes individual adjustments based upon this knowledge. The counselor accesses school, district, and community resources to meet student needs.</p>
		<p><b>Standard 3: Program Goal Setting</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ select appropriate program goals based upon national, state and local standards?</li> <li>➤ select goals that are measurable and state them in terms of student achievement?</li> <li>➤ select goals appropriate for students?</li> </ul>	<p>The counselor has <b>minimal</b> knowledge of state content standards. Goals that are developed are not stated in terms of student achievement, and are difficult to measure. <b>Few</b> goals are designed for students with different academic, career, personal, and social development.</p>	<p>The counselor has <b>adequate</b> knowledge of state content standards. Goals that are developed are partially stated in terms of student achievement, and are occasionally difficult to measure. <b>Some</b> goals are designed for students with different academic, career, personal, and social development.</p>	<p>The counselor has definite knowledge of state content standards. Goals are stated in terms of student achievement. Students are encouraged to be a part of the goal setting process. The counselor monitors goals they have set and adjusts them based upon student academic, career, personal, and social development.</p>	<p>The counselor has an <b>expert</b> knowledge of state content standards. Goals are stated in terms of student achievement and <b>can be measured</b>. The counselor is able to set goals for students with different academic, career, personal, and social development and use those goals to guide counseling practices. The counselor <b>consistently</b> monitors goals they have set and <b>adjusts</b> them based upon student achievement.</p>

**Possible evidence to look for:**

- ✓ Deep knowledge of content is communicated in a variety of forms (resources made available to students, parents, and staff, lesson plans, data collection tools, etc.).
- ✓ The counselor has a strong command of subject matter and possesses deep content knowledge.
- ✓ The counselor is always learning new things about the content.
- ✓ The counselor is always learning new things about the national, state, and district comprehensive counseling and guidance standards and framework.
- ✓ The counselor has set learning goals for students that can be measured.
- ✓ Standards and goals are communicated with stakeholders.

DOMAIN II: THE ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		<p><b>Standard 4: Climate of Respect and Learning</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ create an environment that promotes equity, respect and positive interpersonal interactions?</li> <li>➤ Interact with students appropriately to developmental and cultural norms?</li> <li>➤ have high expectations for student success, quality work and student achievement?</li> </ul>	<p>The counselor <b>has not been able</b> to create an environment that promotes equity, respect, and positive interactions. <b>Inappropriate interactions</b> between students are <b>common</b>. The counselor <b>does not have</b> high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior.</p>	<p>The counselor has created an environment that <b>sometimes</b> supports equity, respect, and positive interactions. Student to student interactions are <b>sometimes</b> positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only <b>sometimes</b> result in student engagement and learning.</p>	<p>The counselor has created an environment that <b>typically</b> promotes equity, respect, and positive interactions. Student to student interactions are <b>frequently</b> positive and appropriate to cultural norms. There are <b>appropriate</b> expectations for student success, quality work, and achievement.</p>
<p><b>Standard 5: Procedures and Physical Environment</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ employ school-wide procedures that promote student learning and facilitate positive interaction consistent with district programs?</li> <li>➤ promote a safe and accessible school environment for all students?</li> <li>➤ ensure all students have access to materials, technology and necessary resources?</li> </ul>	<p>The counselor <b>does not</b> have a clear system to manage school-wide procedures; as a result, student learning is compromised. The school environment is <b>not always</b> safe and accessible for all. There is significant loss of instructional time during transitions and students <b>do not</b> have consistent access to the materials they need to be successful.</p>	<p>The counselor has a <b>fairly clear</b> system to manage school-wide procedures; as a result, student learning is sometimes supported. <b>Most of the time</b> the school environment is safe and accessible for all. There is <b>some</b> excess loss of instructional time during transitions and students do not usually have access to the materials they need to be successful.</p>	<p>The counselor has developed an effective and efficient system to manage school-wide procedures; as a result, student learning is <b>frequently</b> supported. The school environment is safe and accessible for all. There is little loss of instructional time during transitions and students have <b>consistent access</b> to materials they need to be successful.</p>	<p>The counselor has developed an <b>extremely</b> effective and efficient system to manage school-wide procedures; as a result, student learning is consistently supported. The school environment is safe and accessible for all. There is minimal loss of instructional time during transitions and students have <b>high access</b> to the materials they need to be successful.</p>	

DOMAIN II: THE ENVIRONMENT	<p align="center"><b>Standard 6: Managing Student Behavior</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ clearly communicate and enforce school-wide expectations?</li> <li>➤ address inappropriate behavior consistently and appropriately?</li> <li>➤ proactively address student behavior?</li> </ul>	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		<p>The counselor <b>does not have</b> a clear system of school-wide expectations and <b>does not clearly</b> communicate or enforce school-wide expectations. As a result, inappropriate student behavior occurs on a regular basis. The counselor is reactionary – <b>usually reacting</b> to negative behavior rather than preventing it in a positive way.</p>	<p>The counselor has developed school-wide expectations that are <b>sometimes</b> effective. School-wide expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The counselor is <b>sometimes</b> proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.</p>	<p>The counselor has developed school-wide expectations that are <b>frequently</b> effective. School-wide expectations are <b>frequently</b> communicated and enforced. The counselor is involved in supporting positive behavior. Student behavior is <b>usually</b> appropriate. The counselor is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.</p>	<p>The counselor has developed consistently <b>effective</b> school-wide expectations. School-wide expectations are consistently communicated and enforced. The counselor is involved in supporting positive behavior. Student behavior is <b>almost always</b> appropriate. The counselor is <b>consistently</b> proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.</p>

**Possible evidence to look for:**

- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The counselor intervenes when necessary to establish and promote school-wide respect and learning.
- ✓ The counselor demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Transitions are smooth and maximize instruction.
- ✓ The counselor has a clear and articulated system for managing all school-wide procedures.
- ✓ Students know, understand, and can explain school-wide procedure to others.
- ✓ The counselor is familiar with, and uses, effective behavior strategies to maintain positive behavior in the school.
- ✓ Students are well-behaved, treat one another with respect, and follow directions.
- ✓ School-wide expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of school expectations.

DOMAIN III: DELIVERY OF SERVICE					
		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p><b>Standard 7: Lesson Delivery</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ exhibit clear lesson delivery to reflect age-appropriate and effective teaching strategies?</li> <li>➤ activate students' prior knowledge?</li> <li>➤ differentiate to meet the needs of diverse learners?</li> <li>➤ use a variety of questioning and discussion techniques to elicit student reflection and problem-solving?</li> </ul>	<p>The counselor's lesson is <b>unclear</b> or difficult to understand. The counselor is <b>unaware</b> of the need and importance of activating students' prior knowledge. There is <b>little evidence</b> of student reflection and problem-solving. The counselor <b>occasionally</b> uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning.</p>	<p>Sometimes the counselor's lesson is clear and easy to understand. The counselor <b>sometimes</b> applies strategies to access students' prior knowledge. There is <b>some</b> evidence of student reflection and problem-solving. The counselor uses questioning techniques, and <b>sometimes</b> differentiates instruction to meet the needs of students. Students are engaged in learning <b>some</b> of the time.</p>	<p>The counselor's lesson is clear and easy to understand. The counselor <b>frequently</b> activates students' prior knowledge. Student reflection and problem-solving <b>frequently</b> occur. The counselor <b>frequently</b> uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership <b>are evident</b> in the classroom.</p>	<p>The counselor's lesson is clear and easy to understand. The counselor <b>consistently</b> activates students' prior knowledge. Student reflection and problem-solving <b>consistently</b> occur. The counselor <b>consistently</b> uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. High levels of active engagement and student ownership are <b>consistently</b> evident in the classroom.</p>
	<p><b>Standard 8: Feedback to Students</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ demonstrate the ability to listen to students and respond appropriately?</li> <li>➤ provide constructive feedback that facilitates learning and academic growth?</li> <li>➤ provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?</li> </ul>	<p>Counselor feedback provided to students is <b>not</b> respectful, <b>not</b> constructive, and/or does <b>not</b> motivate students to improve their academic and/or behavior performance. Appropriate feedback techniques are <b>not</b> used.</p>	<p>Counselor feedback provided to students is <b>sometimes</b> respectful, and/or motivates students to improve their academic and/or behavior performance. Appropriate feedback techniques are <b>sometimes</b> used.</p>	<p>Counselor feedback provided to students is <b>usually</b> respectful, constructive and motivates students to improve their academic and/or behavior performance. Appropriate feedback techniques are <b>usually</b> used.</p>	<p>Counselor feedback provided to students is <b>consistently</b> respectful, constructive and motivates students to improve their academic and/or behavior performance. Appropriate feedback techniques are used.</p>
<p><b>Standard 9: Assessment for Learning</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ use data to guide student growth, including follow-up when necessary?</li> <li>➤ use data to guide students in taking ownership of their academic and/or behavior needs?</li> </ul>	<p>Data is <b>not</b> used to guide student growth. The counselor is unfamiliar with how data can be used to guide instruction; as a result, the instruction delivered is frequently irrelevant.</p>	<p>Data is <b>sometimes</b> used to guide student growth. The counselor is <b>not sure</b> when to use data, and therefore, does not accurately know the students' academic and/or behavior needs.</p>	<p>Data is used to guide student growth; as a result the instruction is relevant and engaging for <b>most</b> students. Students are <b>somewhat</b> familiar with their own academic and/or behavior data and have ownership over their learning. The counselor effectively uses data to accurately address the academic and/or behavior needs of <b>most</b> students.</p>	<p>Data is used to guide student growth; as a result the instruction is relevant and engaging for <b>all</b> students. Students are familiar with their data and have ownership over their academic and/or behavior performance. The counselor has an effective and clear system for using data and accurately addresses the academic and/or behavior needs of <b>all</b> students.</p>	

**Possible evidence to look for:**

- ✓ Students are actively engaged in learning.
- ✓ The counselor is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The counselor uses questioning strategies when addressing academic/behavior needs of students.
- ✓ Communication is differentiated to meet the needs of all students.
- ✓ Students are not afraid to make mistakes or ask questions.
- ✓ There is an attitude of continuous progress and trusting relationship between the counselor and students.
- ✓ Students are willing to take risks in their learning.
- ✓ Students are motivated to improve.
- ✓ The counselor sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- ✓ The counselor can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Counselor designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The counselor maintains records of student performance.

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES			UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p><b>Standard 10: Professional Growth</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ actively participate in professional development opportunities relevant to his or her counseling assignment?</li> <li>➤ actively engage in meaningful goal setting?</li> <li>➤ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?</li> </ul>	<p>The counselor does not take advantage of professional development opportunities when they arise. The counselor <b>does not engage</b> in meaningful goal setting. The counselor has <b>little knowledge</b> about best practices.</p>	<p>The counselor <b>sometimes</b> takes advantage of professional development opportunities when they arise. The counselor <b>sometimes</b> engages in meaningful goal setting. The counselor is <b>somewhat</b> knowledgeable about best practices.</p>	<p>The counselor <b>frequently</b> takes advantage of professional development opportunities when they arise. The counselor engages in <b>meaningful</b> goal setting. The counselor is knowledgeable about best practices.</p>	<p>The counselor <b>consistently</b> takes advantage of professional development opportunities when they arise. In addition, the counselor demonstrates leadership by taking on various leadership roles relevant to the profession. The counselor engages in <b>meaningful goal setting</b>. The counselor is <b>extremely</b> knowledgeable about best practices.</p>	
<p><b>Standard 11: Record Keeping and Communication</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ maintain accurate records according to district and building protocol?</li> <li>➤ know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?</li> <li>➤ maintain appropriate confidentiality?</li> <li>➤ communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?</li> <li>➤ facilitate meetings effectively?</li> <li>➤ effectively and appropriately collaborate with colleagues and other professionals?</li> </ul>	<p>The counselor <b>struggles</b> to follow directions and carry out assigned duties. The counselor needs <b>constant</b> reminders to turn in paperwork and complete required reports. The counselor's record-keeping is <b>not accurate</b> or complete, and has trouble explaining it to others. The counselor is frequently <b>not available</b> to others and <b>does not return</b> phone communications consistently. At times the teacher <b>does not respond</b> in a professional manner. The counselor does not effectively communicate with stakeholders. The counselor does not effectively collaborate. The counselor does not effectively facilitate necessary meetings.</p>	<p>The counselor carries out <b>most</b> duties as assigned, maintains accurate records but <b>sometimes</b> needs reminders to complete necessary paperwork or reports. The counselor responds professionally most of the time and is available to others when needed. The counselor sometimes returns communications in a timely manner. The counselor sometimes effectively communicates with stakeholders. The counselor sometimes collaborates effectively. The counselor sometimes effectively facilitates necessary meetings.</p>	<p>The counselor carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The counselor responds professionally in <b>most</b> situations and is available to others when needed. The counselor returns communications in a timely manner. The counselor frequently initiates communication with stakeholders. The counselor frequently communicates effectively with stakeholders. The counselor frequently collaborates effectively. The counselor frequently effectively facilitates necessary meetings.</p>	<p>The counselor carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The counselor responds professionally in <b>all</b> situations and is available to others when needed. The counselor returns phone calls and e-mails in a timely manner. The counselor frequently initiates communication with stakeholders. The counselor consistently communicates effectively with stakeholders. The counselor consistently collaborates effectively. The counselor consistently effectively facilitates necessary meetings.</p>		

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p><b>Standard 12: Commitment to Initiatives</b></p> <p>Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ support building and district priorities?</li> <li>➤ know and actively participate in building and district initiatives?</li> </ul>	<p>The counselor <b>is not aware</b> of building or district initiatives and <b>rarely directs</b> effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The counselor <b>does not implement</b> strategies toward the building and district initiatives. The counselor has demonstrated by action and unwillingness to change, learn, or grow as a professional.</p>	<p>The counselor is <b>sometimes</b> aware of building and district initiatives and directs <b>some</b> effort toward learning about the initiatives. The counselor sometimes alters practice to implement building and district initiatives. The counselor sometimes demonstrates a willingness to change, learn, and grow as a professional.</p>	<p>The counselor is aware of building and district initiatives and directs <b>significant</b> effort toward learning about the initiatives. The counselor <b>frequently</b> alters practices in order to change toward the building or district initiatives. The counselor <b>demonstrates</b> a willingness to change, learn, and grow as a professional.</p>	<p>The counselor is aware of building and district initiatives and directs <b>significant</b> effort toward learning about the initiatives. Not only does the counselor alter practice in order to change but is <b>usually</b> a leader in helping others to embrace the change process toward the building or district initiatives. The counselor demonstrates a willingness to change, learn, and grow as a professional, but is also able and <b>willing to lead others</b>.</p>

**Possible evidence to look for:**

- ✓ The counselor can describe best practices.
- ✓ The counselor pursues professional growth opportunities and applies the learning.
- ✓ The counselor displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The counselor is seeking to improve performance through professional growth opportunities.
- ✓ The counselor can be counted on to complete all required duties.
- ✓ The counselor's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The counselor's makes an effort to be available and returns communications in a timely manner.
- ✓ The counselor's initiates communication with stakeholders.
- ✓ The counselor is an effective facilitator and is able to develop meetings agendas, adjourn meetings on time, and develops action steps.
- ✓ The counselor has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The counselor has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The counselor is able to inspire others to adopt and support building and district initiatives.

DOMAIN V: STUDENT LEARNING AND GROWTH			UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	GROWTH	<p><b>Standard 13:</b>  <b>Student Growth on Formative/Summative Assessments</b>                      Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ track student academic growth?</li> <li>➤ demonstrate proof of student growth?</li> </ul>	Less than 70% of students in the counselor’s target group met the growth target .	At least 70% of students in the counselor’s target group met the growth target.	At least 80% of students in the counselor’s target group met the growth target.	At least 90% of students in the counselor’s target group met the growth target.
		<p><b>Standard 14:</b>  <b>Student Growth Measured by Achievement on Standardized Assessments</b>                      Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ administer/ utilize appropriate standardized assessments adhering to professional guidelines?</li> <li>➤ design and facilitate academic supports to prepare students for standardized assessments?</li> </ul>	Less than 70% of students in the counselor’s target group met the growth target .	At least 70% of students in the counselor’s target group met the growth target.	At least 80% of students in the counselor’s target group met the growth target.	At least 90% of students in the counselor’s target group met the growth target.
		<p><b>Standard 15:</b>  <b>Student Growth on Performance Assessments</b>                      Does the counselor...</p> <ul style="list-style-type: none"> <li>➤ maintain appropriate records to document student growth?</li> </ul>	Less than 70% of students in the counselor’s target group met the growth target .	At least 70% of students in the counselor’s target group met the growth target.	At least 80% of students in the counselor’s target group met the growth target.	At least 90% of students in the counselor’s target group met the growth target.

**Possible evidence to look for:**

- ✓ Student scores/data from summative, formative, pretests, posttests, etc.
- ✓ Examples may include: OAKS\*, SMARTER Balanced, ELPA, Extended Assessments
- ✓ ACT, AP, DIBELS, PSAT, SAT, ASVAB,
- ✓ PLC Common Assessment
- ✓ Work Sample
- ✓ Attendance data
- ✓ Behavior data

Aligned Professional Development Plan

Levels of Need For Professional Development
<b>District Level:</b> based on data from all schools’ assessment and evaluation outcomes, new curriculum or initiatives, state or federal initiatives
<b>School Level:</b> based on aggregated classroom data, student and family contexts, school-wide data, issues or whole school initiatives
<b>Grade, Subject, Team or Professional Learning Community Level:</b> based on data indicating needs of a specific subgroup of students or in a specific content area
<b>Individual Level:</b> based on classroom data, student context, evaluation data, teaching standards, or induction for new teachers or for new assignments.

Standards for Professional Development
Professional development that increases counselor effectiveness and raises student achievement includes...
<b>Learning Communities:</b> The Pendleton School District (PSD) is committed to maintaining Professional Learning Communities (PLC). Our Professional Learning Communities apply cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies.
<b>Leadership:</b> PSD has established leadership roles and responsibilities for counselors with an overall rating of proficient or exemplary. These roles include, but are not limited to: PLC leaders, mentors, learning walk leaders, book study leaders, professional development facilitators and data-driven decision making teams who support district initiatives. These teacher leaders will work in collaboration with all levels of the PSD administrative team to develop capacity, advocate and create support systems for professional development.
<b>Resources:</b> Professional development increases educator effectiveness through human, fiscal, material, technology, and time resources to achieve student growth goals.  Resource allocation is decided through student and educator learning needs to achieve intended outcomes of written goals. PSD is committed to prioritizing the resources to increase educator effectiveness.  Resources in PSD include: after-school meetings, Professional Learning Communities, in-district credits, tuition reimbursement, mentoring, job imbedded prep times and technology resources, such as, online student grading and online teacher evaluation.  PSD uses recommendations from leadership stakeholders to examine, adjust, or change coordinated resources that affect professional development.
<b>Data:</b> Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a counselor’s professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year’s evaluation deficits. Counselors will reflect upon this data when completing their self-assessment at the beginning and end of the school year.  Data about students, educators and systems will be used in PSD to drive plans for professional development. The areas of greatest deficit will be identified by a professional development leadership team and used to create a district-wide professional development plan for the following year.  Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement.

**Learning Designs:** Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development.

PSD uses many different types of frameworks to design and facilitate the learning needs of students. These include active engagement, Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, book studies, targeted learning walks, use of technology, student learning objectives, and outcome and project based learning.

PSD counselors take active roles to choose and construct appropriate learning designs that will maximize learning and achieve the intended student outcomes. Counselors will have ongoing practice, reflections, assessment, and feedback from peers and administration.

**Implementation:** Counselor effectiveness improves student learning if changes in professional development are implemented and support is sustained over a long period of time. PSD is committed to supporting embedded professional development. Administration has access to a variety of formative observation tools that are linked directly to aligned professional development. Counselors may request to be observed using a specific tool or administrators may initiate use of a tool based on a teacher’s evaluation. PSD continues to support professional development that is relevant to district initiatives. This adheres to a commitment of long-term change, deeper understanding and expectations for implementation with fidelity. Professional Learning Communities provide time and sharing of resources for: planning lessons with new strategies, sharing experiences about implementation, analyzing student work, reflecting on outcomes and assessing progress towards student growth goals and professional development needs.

**Outcomes:** Professional growth plans are based first and foremost on needs and outcomes linked directly to student growth goals. Professional development will include differentiated instructional practices to support teachers in defining equitable outcomes in order for all students to achieve. Standards in the PSD evaluation handbook require teachers to have a clear understanding of CCSS (Common Core State Standards) for student learning. Professional growth plans and support systems will be focused on a clear understanding and application of such learning standards.

*Adapted from Learning Forward Standards for Professional Learning*



# Forms

The forms in this document are for reference only. Forms for counselor use are available in TalentEd.





**Counselor Self-Assessment Form**

Counselor Name: \_\_\_\_\_ School: \_\_\_\_\_  
 Assignment \_\_\_\_\_ Date: \_\_\_\_\_

<b>Domain I: Planning &amp; Preparation</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 1: Knowledge and Content</b> * Do I show an effective command of comprehensive counseling and guidance standards and framework to guide student achievement? * Do I use effective counseling interventions and supports to communicate counseling knowledge ? * Do I take an active role in adopting new counseling and guidance standards and framework?					
<b>Standard 2: Knowledge of Students</b> * Do I build upon students’ knowledge and experience? * Do I use school, district, and community resources to support and advocate for student needs? * Do I recognize and address students’ academic, career, personal, and social development?					
<b>Standard 3: Program Goal Setting</b> * Do I select appropriate program goals based upon national, state and local standards? * Do I select goals that are measurable and state them in terms of student achievement? * Do I select goals appropriate for students?					
Comments:					

<b>Domain II: The Environment</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 4: Climate of Respect and Learning</b> * Do I create an environment that promotes equity, respect and positive interpersonal interactions? * Do I interact with students appropriately to developmental and cultural norms? * Do I have high expectations for student success, quality work and student achievement?					
<b>Standard 5: Procedures and Physical Environment</b> * Do I employ school-wide procedures that promote student learning and facilitate positive interaction consistent with district programs? * Do I promote a safe and accessible school environment for all students? * Do I facilitate smooth transitions with little loss of instructional time? * Do I ensure all students have access to materials, technology and necessary resources?					
<b>Standard 6: Managing Student Behavior</b> * Do I clearly communicate and enforce school-wide expectations? * Do I address inappropriate behavior consistently and appropriately? * Do I proactively address student behavior?					
Comments:					

<b>Domain III: Delivery of Service</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 7: Lesson Delivery</b> * Do I exhibit clear lesson delivery to reflect age-appropriate and effective teaching strategies? * Do I activate students’ prior knowledge? * Do I differentiate to meet the needs of diverse learners? * Do I use a variety of questioning and discussion techniques to elicit student reflection and problem-solving?					
<b>Standard 8: Feedback to Students</b> * Do I demonstrate the ability to listen to students and respond appropriately? * Do I provide constructive feedback that facilitates learning and academic growth? * Do I provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 9: Assessment for Learning</b> * Do I use data to guide individual and group instruction, including follow-up when necessary? * Do I use data to guide students in taking ownership of their academic and/or behavior needs?					
Comments:					

Domain IV: Professional Responsibilities	U	B	P	E	NA
<b>Standard 10: Professional Growth</b> * Do I actively participate in professional development opportunities relevant to my counseling assignment? * Do I actively engage in meaningful goal setting? * Do I pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?					
<b>Standard 11: Record Keeping and Communication</b> * Do I maintain accurate records according to district and building protocol? * Do I know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Do I maintain appropriate confidentiality? * Do I communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Do I facilitate meetings effectively? * Do I effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 12: Commitment to Initiatives</b> * Do I support building and district priorities? * Do I know and actively participate in building and district initiatives?					
Comments:					

Domain V: Student Learning and Growth	U	B	P	E	NA
<b>Standard 13: Student Growth on Formative/Summative Assessments</b> * Am I aware of student academic growth? * Can I show proof of student growth?					
<b>Standard 14: Student Growth Measured by Performance on Standardized Assessments</b> * Do I administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Do I design and deliver instruction based on content standards to prepare students for standardized assessments?					
<b>Standard 15: Student Growth on Performance Assessments</b> * Do I maintain appropriate records to document growth? * Do I use an appropriate proficiency based rubric to assess student growth?					
Comments:					

## Formative Evaluation Form

Counselor Name: \_\_\_\_\_ Probationary:  Year \_\_\_\_\_ Contract

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

Domain I: Planning & Preparation	U	B	P	E	NA
<b>Standard 1: Knowledge and Content</b> * Does the counselor show an effective command of the subject to guide student learning? * Does the counselor use effective instructional resources, including technology, to communicate content knowledge? * Does the counselor take an active role in adopting new content standards and frameworks to teaching?					
<b>Standard 2: Knowledge of Students</b> * Does the counselor build upon students' knowledge and experience? * Does the counselor use school and district resources to support and advocate for student needs? * Does the counselor recognize and address students' learning styles?					
<b>Standard 3: Instructional Goal Setting</b> * Does the counselor select appropriate instructional goals based upon national, state and local standards? * Does the counselor select goals that are measurable and state them in terms of student learning? * Does the counselor select goals appropriate for students?					
<b>Standard 4: Lesson Design</b> * Does the counselor design coherent instruction that reflects research-based best practices? * Does the counselor design instruction that promotes critical thinking and problem solving? * Does the counselor ensure that the curriculum is relevant to student needs? * Does the counselor adhere to the approved scope and sequence of the subject matter?					
<b>Standard 5: Assessment Planning</b> * Is the counselor familiar with the content area and with school, district and state assessment methods and options? * Does the counselor use assessments that are congruent with instructional goals? * Does the counselor develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					

Domain II: Classroom Environment	U	B	P	E	NA
<b>Standard 6: Climate of Respect and Learning</b> * Does the counselor create an environment that promotes equity, respect and positive interpersonal interactions? * Are the counselor's interactions with students appropriate to developmental and cultural norms? * Does the counselor have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
<b>Standard 7: Classroom Procedures and Physical Environment</b> * Does the counselor develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? * Does the counselor design a safe and accessible classroom environment for all students? * Does the counselor facilitate smooth transitions with little loss of instructional time? * Does the counselor ensure all students have access to materials, technology and necessary resources?					
<b>Standard 8: Managing Student Behavior</b> * Does the counselor clearly communicate and enforce classroom and school expectations? * Does the counselor address inappropriate behavior consistently and appropriately? * Does the counselor proactively address student behavior?					
Comments:					

Domain III: Instruction	U	B	P	E	NA
<b>Standard 9: Lesson Delivery</b> * Does the counselor exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Does the counselor activate students' prior knowledge?					

* Does the counselor differentiated to meet the needs of diverse learners? * Does the counselor use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
<b>Standard 10: Feedback to Students</b> *Does the counselor demonstrate the ability to listen to students and respond appropriately? *Does the counselor provide constructive feedback that facilitates learning and academic growth? *Does the counselor provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 11: Assessment for Learning</b> * Does the counselor use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the counselor use formative assessments during classroom instruction to facilitate student learning? * Does the counselor demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
Comments:					

<b>Domain IV: Professional Responsibilities</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 12: Professional Growth</b> * Does the counselor actively participate in professional development opportunities relevant to his or her teaching assignment? * Does the counselor actively engage in meaningful goal setting? * Does the counselor pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
<b>Standard 13: Record Keeping and Communication</b> * Does the counselor carry out assigned duties? * Does the counselor maintain accurate records according to district and building protocols? * Does the counselor know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Does the counselor maintain appropriate confidentiality? * Does the counselor communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Does the counselor facilitate meetings effectively? *Does the counselor effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 14: Commitment to Instructional Initiatives</b> * Is the counselor aware of and does the counselor support building and district instructional priorities? * Does the counselor know and actively participate in building and district instructional initiatives?					
Comments:					

<b>Domain V: Student Learning and Growth</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments</b> * Is the counselor aware of student academic growth? * Can the counselor show proof of student growth?					
<b>Standard 16: Student Growth Measured by Performance on Standardized Assessments</b> * Does the counselor administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Does the counselor design and deliver instruction based on content standards to prepare students for standardized assessments?					
<b>Standard 17: Student Growth on Performance Assessments</b> * Does the counselor maintain appropriate records to document growth? * Does the counselor use an appropriate proficiency based rubric to assess student growth?					

---

 Counselor

---

 Supervisor

---

 Date

This Evaluation has been discussed between the supervisor and counselor.

**Summative Evaluation Form**

Counselor Name: \_\_\_\_\_ Probationary:  Year \_\_\_\_\_ Contract

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
<b>Unsatisfactory</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
<b>Basic</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
<b>Proficient</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
<b>Exemplary</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities
<b>Summative Rating</b>	The Summative Rating is determined by compiling the ratings from each of the five (5) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Exemplary (4). Scores will be totaled to reflect the following summative ratings: 9 or below <b>Unsatisfactory</b> 10 – 13 <b>Basic</b> 14 – 17 <b>Proficient</b> 18 – 20 <b>Exemplary</b>

**Domain I: Planning & Preparation**

	U	B	P	E	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Program Goal Setting					
<b>Domain I: Planning &amp; Preparation Rating</b> (transfer to summative section)					
Comments:					

**Domain II: The Environment**

	U	B	P	E	NA
Standard 4: Climate of Respect and Learning					
Standard 5: Procedures and Physical Environment					
Standard 6: Managing Student Behavior					
<b>Domain II: Classroom Environment Rating</b> (transfer to summative section)					
Comments:					

**Domain III: Delivery of Service**

	U	B	P	E	NA
Standard 7: Lesson Delivery					
Standard 8: Feedback to Students					

Standard 9: Assessment for Learning					
<b>Domain III: Delivery of Service Rating</b> (transfer to summative section)					
Comments:					

**Domain IV: Professional Responsibilities**

	U	B	P	E	NA
Standard 10: Professional Growth					
Standard 11: Record Keeping and Communication					
Standard 12: Commitment to Initiatives					
<b>Domain IV: Professional Responsibilities Rating</b> (transfer to summative section)					
Comments:					

**Domain V: Student Learning & Growth**

	U	B	P	E	NA
Progress on Student Growth Goal 1: <ul style="list-style-type: none"> <li>Standard 13: Student Growth on Formative/Summative Assessments</li> <li>Standard 14: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 15: Student Growth on Performance Assessments</li> </ul>					
Progress on Student Growth Goal 2: <ul style="list-style-type: none"> <li>Standard 13: Student Growth on Formative/Summative Assessments</li> <li>Standard 14: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 15: Student Growth on Performance Assessments</li> </ul>					
<b>Domain V: Student Learning &amp; Growth Rating</b> (transfer to summative section)					
Comments:					

<b>Summative Rating and Additional Comments</b>	U	B	P	E	NA
Domain I: Planning & Preparation Rating					
Domain II: The Environment Rating					
Domain III: Delivery of Service Rating					
Domain IV: Professional Responsibilities Rating					
Domain V: Student Learning & Growth Rating					
<b>Summative Rating:</b>					
Comments:					

Recommendation:

Contract Extension  Contract Renewal  Other  Details: \_\_\_\_\_

The counselor has attached comments to this conference form:  Yes  No

\_\_\_\_\_  
Counselor

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

This Evaluation has been discussed between the supervisor and counselor.

**Original to Human Resources**

**Copy to Supervisor**

**Copy to Counselor**

## PENDLETON SCHOOL DISTRICT COUNSELOR GOALS PROCESS TEMPLATE

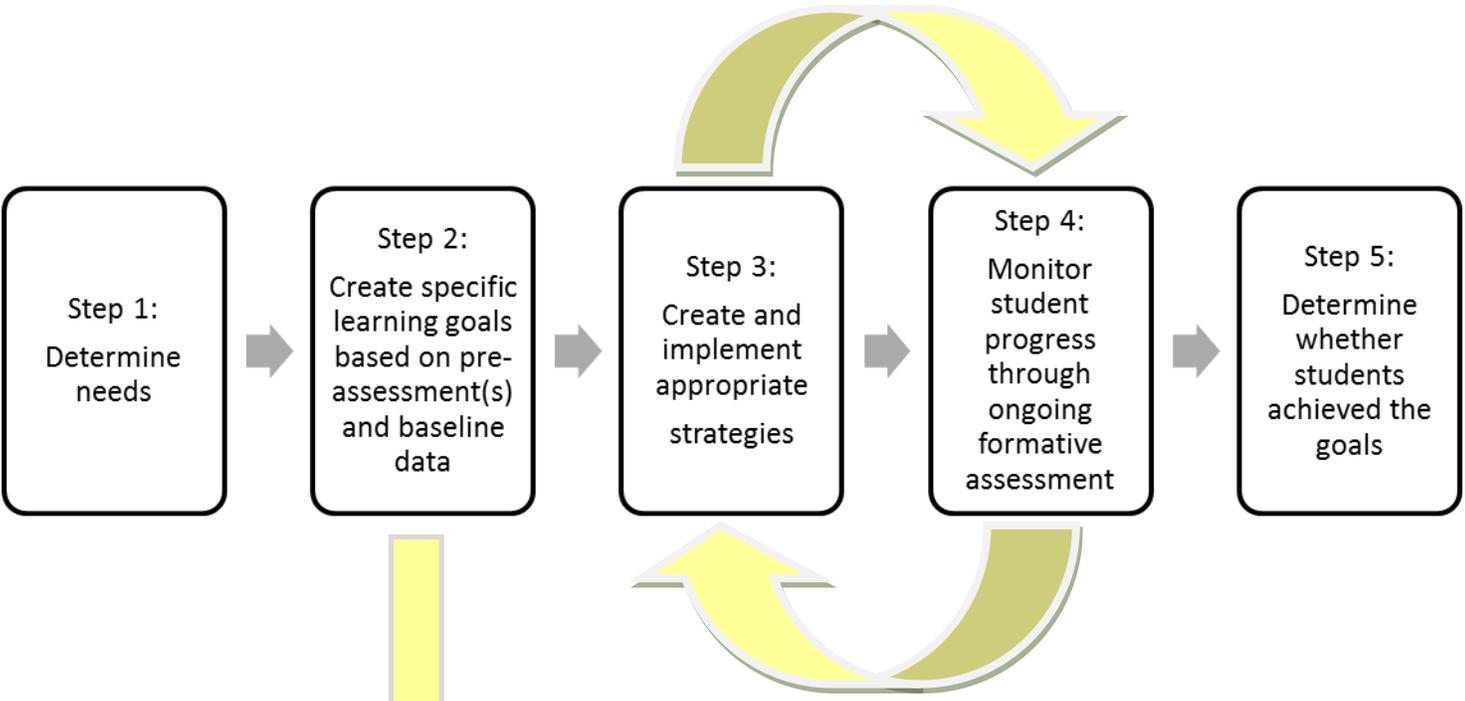
Counselor	
Assignment	
School	
Administrator	

<b>Initial Conference</b>	<b>Content</b> The goal is being written around which grade/area/level?			
	<b>Context</b> What are the characteristics or special circumstances of my students?			
	<b>Baseline Data</b> What are the needs of my students? Attach supporting data.			
	<b>Student Growth Goal Statement</b> (written in SMART format)			
	<b>Strategies for Improvement</b> How will I help students attain this goal? Provide specific actions that will lead to goal attainment.			
	<b>Implications for Professional Growth</b> What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
Counselor Signature:		Date:	Administrator Signature:	Date:

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Data Review</b> What progress has been made? Attach supporting data.			
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?			
	<b>Implications for Professional Growth</b> Has my professional growth to date been relative? How has my professional growth impacted students? Have my professional growth needs changed? If so, how?			
	Counselor Signature:		Date:	Administrator Signature:

<b>Evaluation Conference</b>	<b>End-of-Year Data</b> What does the end of the year data show? Attach data.			
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?			
	<b>Professional Growth Reflection</b> How can I use the results to support my future professional growth? What additional professional growth needs to I have based on my self-assessment?			
	Counselor Signature:	Date:	Administrator Signature:	Date:

Step-by Step SMART Goal Setting



S	M	A	R	T
<p><b>Specific &amp; Strategic</b></p>	<p><b>Measurable</b></p>	<p><b>Action-oriented &amp; Appropriate</b></p>	<p><b>Rigorous, Realistic &amp; Results-focused</b></p>	<p><b>Timed &amp; Tracked</b></p>
<p>The goal address student needs within the content.</p>	<p>An appropriate instrument or measure is selected to assess the goal.</p>	<p>The goal is standards-based and directly related to the subject and students.</p>	<p>The goal is doable but stretches the bounds of what is attainable.</p>	<p>The goal is bound by a timeline that is definitive and progress is monitored during the process.</p>

## Student Growth Goal Checklist

This checklist is provided as a resource to counselors and administrators in the writing and evaluation of Student Growth Goals (SGG).

Baseline and Trend Data	Student Population	Interval of Service	Standards and Content	Assessments(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SGG and establish the amount of growth that should take place within the time period?	Which Students will be included in the SGG? Include course, grade level and number of students.	What is the length of time that the SGG will cover? Include beginning and end dates.	What content will be the SGG target? To what related standards is the SGG aligned?	What assessment(s) will be used to measure student growth for the SGG?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of service?
<ul style="list-style-type: none"> <li>○ Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments)</li> <li>○ Draws upon trend data, if available</li> <li>○ Summarizes the counselor's analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies the class or subgroup of students covered by the SGG</li> <li>○ Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.)</li> <li>○ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG</li> </ul>	<ul style="list-style-type: none"> <li>○ Matches the length of the course (e.g. quarter, semester, year)</li> <li>○ Reflects students who receive at least 85% of the counselor's service for that length of time</li> </ul>	<ul style="list-style-type: none"> <li>○ Specifies how the SGG will address applicable Common Core State Standards</li> <li>○ Represents the big ideas or domains of the content delivered during the interval of instruction</li> <li>○ Identifies core knowledge and skills students are expected to attain as required by the applicable standards</li> </ul>	<ul style="list-style-type: none"> <li>○ Identifies assessments that have been reviewed by content experts to effectively measure and reliably measure student growth as intended</li> <li>○ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels</li> <li>○ Provides a plan for combining assessments if multiple summative assessments are used</li> </ul>	<ul style="list-style-type: none"> <li>○ Uses baseline or pretest data to determine appropriate growth</li> <li>○ Sets developmentally appropriate targets</li> <li>○ Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li>○ Sets ambitious yet attainable targets</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrates counselor knowledge of students and content</li> <li>○ Explains why target is appropriate for the population</li> <li>○ Addresses observed student needs</li> <li>○ Uses data to identify student needs and determine appropriate growth targets</li> <li>○ Explains how targets align with school and district goals</li> <li>○ Sets rigorous expectations for students and counselor(s)</li> </ul>

**Counselor’s Plan of Assistance for Improvement Form**

---

Counselor Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

\*Developed in cooperation with Administrator, Counselor and Association Representative

**1. Area of Deficiency:**

Domain(s) \_\_\_\_\_ Performance Standard(s) \_\_\_\_\_

Concerns:

**2. Supervisor’s Expectations:**

**3. Assistance to be provided to counselor in meeting expectations:**

**4. Timeline:**

Counselor Signature: \_\_\_\_\_

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

Administrator Signature: \_\_\_\_\_

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

Association Member Signature: \_\_\_\_\_

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

**Original to Counselor**

**Copy to Supervisor**

**Copy to Human Resources**

**DOCUMENTATION OF PROFESSIONAL DEVELOPMENT**

This form is to be maintained by the counselor as a record of the professional development necessary for license renewal.

List Professional Development Activities	Domain(s)	Number of PDU's

**Domains:**

- Subject matter of specialty
- Assessment strategies
- Methods and curriculum
- Understanding diversity
- State and national educational priorities

**Note:**

- One clock hour = 1 PDU
- One quarter hour credit = 20 PDU's. One semester hour credit = 30 PDU's

**Minimum of PDU's  
75 for Basic License**

## Counselor Evaluation System Glossary of Terms

**Conference:** It is understood that accurately evaluating a counselor's performance is much more than observing a counselor in the classroom. Information about many of the standards can only be obtained through conversations and conferences with counselors. Supervisors evaluate information from conferences when completing the Standards Review Form.

**Contract Counselor:** Any counselor that has completed three successful years as a Probationary counselor in Pendleton. Contract counselors by state law have a two-year contract with the district that is up for renewal annually by the school board.

**Formal Observation:** A formal observation is a scheduled classroom visit by a supervisor that includes a pre-conference to discuss the lesson, an observation of the full instructional period and a post-conference to discuss the lesson. The teacher will be given written feedback from the supervisor. Formal observations will occur at least twice a year for all Probationary teachers and will be a component in a Program of Assistance for Improvement. However, they can occur for any teacher any time a supervisor deems necessary.

**Formative Assessment:** Formative assessments occur during an instructional unit. Formative assessments are used to inform and guide instruction.

**Observation Year:** An observation Year is a school year where a counselor is formally observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary counselors, and one year out of three is an Observation Year for Contract counselors. Counselors may elect to use the Performance Goal Form during their Observation Year to receive additional support.

**Performance Levels:** Performance levels are used throughout this evaluation system. Levels used to rate counselors on the standards are based on the following scale: *Unsatisfactory, Basic, Proficient, and Exemplary*. It is important to realize that through this system defines how to evaluate counselors according to standards, determinations about counselor performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system.

The descriptors for the performance levels are as follows:

- ❖ **Unsatisfactory (U):** Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
- ❖ **Basic (B):** Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
- ❖ **Proficient (P):** Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
- ❖ **Exemplary (E):** Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

**Performance Standards:** State law requires each district to establish performance standards that will be used to

evaluate counselor performance. The development of performance standards must be in coordination with the local counselors' association. The Pendleton Counselor Evaluation System has 17 performance standards, and components of these standards are used to set goals for counselor performance.

**Probationary Counselor:** Any counselor in their first three years of teaching in any district in Oregon.

**Professional Development Plan:** This form is used to document the certified staff member's professional growth for licensure. This form is required by the Counselor Standards and Practices Commission (TSPC) and is the responsibility of the counselor to maintain during the licensure cycle.

**Professional Growth Cycle:** Contract counselors participate in the Professional Growth Cycle. The Professional Growth Cycle is a three-year cycle that begins with two Growth Years followed by an Observation Year. Counselors begin their Growth Year by completing the Professional Growth Form and choosing a professional growth activity. At the end of the second year, counselor reflects on their activity and meets with their supervisor to plan their Observation Year. Counselors may elect to use the Performance Goal Setting Form to receive additional support on one or more standards.

**Plan of Assistance for Improvement:** When a counselor has an unsatisfactory evaluation or standards review, the counselor is placed on a Plan of Assistance for Improvement. The Plan of Assistance is formal and involves the District and Association. If a counselor does not improve through the Plan of Assistance, they will not be recommended for rehire to the School Board.

**Summative Evaluation:** The supervisor completes the Summative Evaluation by evaluating a counselor's performance on the 15 Pendleton counseling performance standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found on the rubric pages of this manual.

**Summative Assessment:** Summative assessment occurs at the end of an instructional unit or period of time.

**Temporary Counselor:** Any counselor employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary counselor.