

# **Augusta School Department School Counselor Evaluation System**

## **Mission**

The mission of the Augusta Schools is to provide all students with challenging, high quality educational programs in academic skills, life skills, career preparation, and citizenship.

## **Core Beliefs**

- We believe that each individual has special worth and should be honored.
- We believe that all children are gifted and can learn.
- We believe that learning is fun.
- We believe that learning is a partnership involving children, parents, teachers and the community.
- We believe that schools must provide a safe environment where civility is practiced and individuality respected.
- We believe that teachers nurture and challenge all students.
- We believe that teachers use multiple approaches to engage students to learn.
- We believe that communication among students, parents, teachers and the community promotes positive change.

## **Primary Beliefs of School Counselor Evaluation**

1. All students can and will learn, and they will learn in various ways and timeframes.
2. Educator performance impacts student learning.
3. Reflective thinking about school counseling practice facilitates professional growth, which improves educator performance.

The Augusta School Department School Counseling Evaluation System is based on thirty-six performance criteria. They provide guidance for school counselor growth and improvement in all areas that are most important in affecting student learning.

## **The Augusta School Department School Counselor Evaluation System**

### **Probationary Cycle:**

The Probationary Cycle is used for the first three years of employment of any school counselor. Goal Setting will occur by October 1 of each year of the Probationary Cycle. Each year requires at least two formal observations and at least one informal observation by the administrator. The school counselor is eligible to make an approved program visit to a program that is similar in nature to the program the school counselor implements each year of this cycle. These visits must be pre-approved by the administrator. The portfolio, with evidence of progress to date, is due on March 1 of each year of this cycle. A summative evaluation must be written by the administrator by November 15 and by March 15 of years one, two, and three. The school counselor must write a reflective narrative by March 1 of each year. A copy of the reflective narrative is placed in the portfolio and the original is given to the administrator.

### **Continuing Contract Cycle:**

The Continuing Contract Cycle is a three-year cycle for school counselors after they have completed their probationary years. In this cycle, school counselors will have the option to have one three-year goal or to work on a new goal annually. The first year of the cycle requires goal setting with the administrator by October 15. The three-year cycle includes a minimum of one formal and two informal observations by the administrator. School counselors are required to continually update their portfolio and to give the original reflective narrative to the administrator by May 1 of each year of the cycle, as well as keep a copy in their portfolio. A summative evaluation is written by the administrator by June 15 of the third year.

### **Assistance Plan:**

An Assistance Plan may be implemented by administration at any time. It is to be used only with school counselors who have continuing contract status and have been identified by administration as falling short of meeting an acceptable level of proficiency in the Performance Criteria. The plan, which lasts for a minimum of four months, remains in effect until the area(s) of need are met. Lack of progress may result in non-renewal of the school counselor's contract. The Assistance Plan is collaboratively created by the administrator and the school counselor, and answers who, what, where, when, why and how much.

## **School Counselor Evaluation Process Important Dates:**

### October

- October 1                      Goal (Probationary Contract School Counselor)
- October 15                     Goal (Continuing Contract School Counselor)

### November

- November 15                 Summative Evaluation due for Probationary School Counselor

### March

- March 1                         Portfolio due for Probationary School Counselor
- March 15                      Summative Evaluation due for Probationary School Counselor

### May

- May 1                             Portfolio Due (Continuing Contract School Counselor year 3)
- May 1                             Reflective Narrative due each year for Continuing Contract

### June

- June 15                         Summative Evaluation due for third year Continuing Contract

Probationary school counselors will have two summative evaluations each year, one by November 15 and the other by March 15.

Continuing Contract school counselors will receive a minimum of one informal observation in years 1 & 2 of their cycle. They will have a minimum of 1 formal observation in year 3.

Due to the Superintendent by the completion of each cycle:

- Copies of Informal (if applicable) and Formal Observations
- Copies of Reflective Narratives
- Summative Evaluation

## **How to Write Your Goal:**

1. Using the Performance Criteria Self-Assessment, rate where you feel you fall in **each** of the thirty six criteria.
2. Determine which criteria you feel would most benefit your professional development and student learning. Using the information in the self assessment, write one (1) goal that moves you up one level, (from ineffective to developing; from developing to effective; from effective to distinguished).
3. Write one substantive goal for the school year. Each year you will be given the opportunity to revisit your goal choice and revise as needed or to write a different one.
4. Remember goals will state the way in which student learning will be improved as a result of professional effort. Your action plan will be stated in observable terms and include:
  - Objectives
  - Activities
  - Strategies
  - A timeline
  - There must be a means of measurement used to assess the attainment of improved student learning that is more than anecdotal, it needs to include data gathering, interpretation of the data, and how this data impacted what you do in your counseling sessions. Examples of all this work will be kept in your portfolio (See Product Descriptor).

You will write a Reflective Narrative (See Product Descriptor) for the year, submit it to the administrator by May 1 (March 1 for Probationary school counselor) and include a copy in your portfolio. Portfolios are also due to your administrator by May 1 of the third Continuing Contract year and by March 1 of the Probationary year.

## **Guiding Questions to Help with Goal Setting:**

- Goal statement: “How will students improve as a result of your work?”
- Action Plan: What is your plan to make this happen? How will you do it? How will you know when it is working? What data will you be collecting in your portfolio? What do you need to make it happen? Will you be working with any peers?
- Time Line: Design a timeline to assure the completion of your work.
- Means of Measurement: What concrete data will you be collecting to prove that you are meeting this goal? How will you collect it?

## **Goal Meetings:**

All probationary school counselors will meet with their administrator by October 1 of each school year to share their goal. All continuing contract school counselors will submit their goal to their administrator by October 15 of each school year.

**Augusta School Department  
School Counselor Self-Assessment**

Name:

School Year:

School:

Date:

**Assessment Key:**

**4 – Distinguished (clear, consistent, and convincing evidence)**

**3 – Effective (clear evidence)**

**2 – Developing (limited evidence)**

**1 – Ineffective (little or no evidence)**

<b>Performance criteria 1: The School Counselor plans, organizes, and delivers the school counseling program</b>	<b>Key</b>
1. Designs the program to meet the needs of the school.	
2. Demonstrates positive interpersonal relationships with students.	
3. Demonstrates positive interpersonal relationships with educational staff and service providers.	
4. Demonstrates positive interpersonal relationships with parents.	
5. Keeps current with developments in the field by participating professional developments.	
6. Maintains confidentiality according to law.	
<b>Performance Criteria 2: The School Counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured classroom sessions for all students. (Elementary level only)</b>	<b>Key</b>
7. Teaches school guidance units effectively.	
8. Develops materials and instructional strategies to meet student needs and school goals.	
9. Encourages staff involvement to ensure the effective implementation of the school guidance curriculum.	
<b>Performance Criteria 3: The School Counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans. (Secondary level only)</b>	<b>Key</b>
10. In collaboration with parents or guardian, helps students establish goals and develop and use planning skills.	
11. Demonstrates accurate interpretation of assessment data and the presentation of relevant and unbiased information.	
<b>Performance Criteria 4: The School Counselor provides responsive services through the effective use of individual and/or small group</b>	<b>Key</b>

<b>counseling, consultation and referral skills.</b>	
12. Counsels individual students and small groups of students with identified needs and concerns.	
13. Consults effectively with parents or guardians, teachers, administrators and other relevant individuals.	
14. Implements an effective referral process with administrators, teachers and other school personnel.	
<b>Performance Criteria 5: The School Counselor discusses the counseling department management system and the program action plans with the school administrator.</b>	<b>Key</b>
15. Discusses the qualities of the school management system with the other members of the counseling staff and has agreement.	
16. Discusses the program results anticipated when implementing the action plans for the school year.	
17. Participates in staff meetings according to school department expectations.	
18. Maintains inventory of program supplies and resources, determining need for budget requisitions.	
<b>Performance Criteria 6: The School Counselor reviews and analyzes data to guide program direction and emphasis.</b>	<b>Key</b>
19. Uses school and assessment data to make decisions regarding student choice of classes and special programs.	
20. Uses data from the counseling program to make decisions regarding program revisions.	
21. Analyzes data to ensure every student has equity and access to a rigorous academic curriculum.	
22. Understand and uses data to establish goals and activities to close the gap.	
23. Exhibits an understanding of special education regulations and 504 regulations.	
<b>Performance Criteria 7: The School Counselor monitors the students on a regular basis as they progress through school.</b>	<b>Key</b>
24. Monitors students' progress	
25. Implements monitoring systems appropriate to the individual school	
26. Develops appropriate interventions/plans for students as need and monitors their progress.	
<b>Performance Criteria 8: The School Counselor uses time and calendars to implement an efficient program.</b>	<b>Key</b>
27. Uses a master calendar to plan activities throughout the year.	
28. Analyzes time spent providing direct service to students.	
29. Uses time and calendars to implement an efficient program.	

<b>Performance Criteria 9: The School Counselor is a student advocate, leader, collaborator and systems change agent.</b>	<b>Key</b>
30. Promotes academic success of every student.	
31. Promotes equity and access for every student.	
32. Takes a leadership role within the counseling department and the school setting .	
33. Understands reform issues and works to close the achievement gap.	
34. Collaborates with teachers, parents and the community to promote academic success of students.	
35. Builds effective teams by encouraging collaboration among school staff.	
36. Uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.	

## **School Counselor Goal Plan**

**School Counselor:**

**Date:**

**School:**

**Completion date:**

**Performance Criteria:**

**Goal:**

**Objective:**

Activities:	Data to be collected/Measure	Timeline:
Activities:	Data to be collected/ Measure:	Timeline:

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**Objective:**

Activities:	Data to be collected/Measure	Timeline:
Activities:	Data to be collected/ Measure:	Timeline:

**Product Descriptors:**

**Reflective Narrative:**

The reflective narrative is a summary of the work on each goal. It speaks to the depth and breadth of professional development and to its impact on student learning.

The report will document the school counselor’s work on his/her goal and it MUST include:

1. the goal,
2. the activities,
3. data study and results,
4. a summation of the results of the work,
5. failures, concerns, and surprises, as well as successes

It must be shared directly with the evaluating administrator by May 1 each year for Continuing Contract School Counselor and by March 1 for Probationary School Counselor.

**School Counselor Portfolio:**

This is a purposeful collection of school counselor and student materials and artifacts that show evidence of your professional growth. It should document your performance in the targeted performance criteria and measure progress. It is used by you and the administrator as a basis for evaluating the attainment of goals.

Examples of things that might be included: lesson plans, samples of materials used in counseling sessions, samples of student work, and summaries of data and action plans created in response to that data. The yearly Reflective Narrative will be housed in the portfolio and a copy is due to the administrator on or before May 1 for Continuing Contract school counselors and by March 1 for Probationary school counselors.

The portfolio is due to the administrator on March 1 of probationary years, and by May 1 of the third year for continuing contract school counselors.

## **Glossary of Terms**

### **Approved Program Visits:**

During each evaluation cycle, school counselors may visit a program that is similar in nature to the program that the school counselor implements. These visits must be pre-approved by the administrator. Release time will be allowed for these important opportunities.

### **Formal Observations:**

Formal Observations include a pre-conference to determine what objective the students are working toward in the session and where this lesson fits into the curriculum and the goals of the school counselor. It will include a visit to the classroom by the administrator and a post conference to discuss what happened during the visit.

### **Informal Observations:**

Informal Observations are unannounced observations by administration. The administrator is required to follow up with the school counselor on any significant issue identified or provide appropriate constructive feedback within five (5) workdays.

### **Summative Evaluation:**

A Summative Evaluation is written by the administrator either at the end of the evaluation cycle, or in the case of probationary school counselors, by November 15 and March 15 of each year. It summarizes the goal work, the portfolio documentation, and the observations that have been done over the cycle. It is

formally written and signed by both parties, reviewed by the superintendent, and placed in the school counselor's personnel file. A copy is also given to the school counselor.

## **New School Counselor Orientation Plan**

The administrator will meet with those newly-hired school counselors monthly during their first year of employment. Following is a breakdown of suggested monthly agendas.

### August

Critical elements of the orientation are:

- A.) Review of Faculty Handbook
- B.) Review of Student Handbook
- C.) Preview of Mentor Meetings in September
- D.) Disciplinary Procedures
- Building tour
- Distribute schedules, and supplies to school counselor

### September

- Open discussion to answer questions and to talk about concerns
- In-depth review of performance criteria (Relate to goal setting by Oct. 1)
- Reflect on what has gone right
- The school counselor will be offered a mentor through the Certification Committee

### October

- Open discussion to answer questions and to talk about concerns (with a specific focus on conferencing with parents)
- Discuss forms - Formal Observation
- Reflection on current practices

### November

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

#### December

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

#### January

- Open discussion to answer questions and to talk about concerns
- Reminder that portfolio-in-progress due 3/1
- Reflection on current practices

#### February

- Open discussion to answer questions and to talk about concerns
- Reflection and Portfolio due on March 1

#### March

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

#### April

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices

#### May

- Open discussion to answer questions and to talk about concerns
- Reflection on current practices
- End of Year Procedures
- Evaluation of this program. What more could we do to support new school counselors?

### **Assistance Plan Guidelines**

- The administrator, with school counselor input, develops the assistance plan and timeline to address deficient performance criteria. The assistance plan will identify resources, mentors, professional development, and activities to assist and support the school counselor.
- The assistance plan will be reviewed and given final approval by the Superintendent of Schools.
- The administrator and the school counselor will meet at least once a month to review collection of evidence, observations and any other pertinent information relating to the school counselor's performance.
- The school counselor will collect evidence that demonstrates progress in meeting the goals of the assistance plan.
- The administrator will document for all parties the discussion and recommendations from each meeting including expectations and date of next scheduled meeting.
- The administrator will conduct at least two formal observations that are a minimum of 30 days apart. The school counselor may request that a formal observation be completed by another district administrator.

- The administrator will conduct at least one informal observation.
- The school counselor may request additional formal and informal observations.
- The administrator will write a summative evaluation at the end of the assistance plan that summarizes the school counselor’s performance and makes recommendations for either the conclusion of the assistance plan, continuation of an assistance plan, or non-renewal of the school counselor’s contract.
- All documentation, assistance plan, observations, and evaluations will become part of the school counselor’s personnel file and will be forwarded to the Superintendent of Schools. The school counselor will be given copies of all these items.

### **Assistance Team Plan**

Team Members:

School Counselor	Teacher Representative	Administrator	Mentor Teacher	Other

Date:

Performance Criteria:

Area of Concern:

Performance Goals	Strategies/Activities And Timetable	Support Structures	Data Collection Method & Sources	Evidence for Progress


Signature of School Counselor: \_\_\_\_\_

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

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

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

**Augusta School Department Performance Evaluation  
School Counselor**

Due 11/15 & 3/15 for Probationary School Counselor and 6/15 for Third Year Continuing Contract School Counselor

**Name:**

**School Year:**

**School:**

**Date:**

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35. Builds effective teams by encouraging collaboration among school staff.		
36. Uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.		

Employee's signature \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator signature \_\_\_\_\_ Date: \_\_\_\_\_

Signature does not necessarily indicate agreement, only that these points have been discussed. The employee reserves the right to attach written comments to this document.