



SCHOOL DISTRICT of UNIVERSITY CITY

Performance-Based Professional School Counselor Evaluation

Philosophy, Process,
Criteria and Descriptors

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Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based professional school counselor evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Professional School Counselor records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each professional school counselor employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the professional school counselors’ personnel file at the office of the board of education. A copy of each evaluation shall be provided to the professional school counselor and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275□168.114, A.L. 1983 H.B. 38 & 783)

Philosophy

A performance-based professional school counselor evaluation system is critical to improving teaching, thus enhancing student knowledge and performance. Performance-based professional school counselor evaluation is intended to assist administrators and professional school counselors in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based professional school counselor evaluation system supplies expectations and feedback regarding effective practices based on research, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which people are encouraged to improve and share insights in the profession. Professional School Counselor evaluation also serves organizational decision-making related to development, tenure, and employment.

Development and evaluation will differ among professional school counselors. Within the parameters of the building/district goals and individual development, professional school counselors meeting or exceeding district expectation will work in conjunction with their principal and will be given more choice and responsibility in developing their PDPs. Successful implementation of performance-based evaluation requires a commitment of both professional school counselor and administrator/supervisor.

Guiding Principles

The following principles guide the developmental growth of professional school counselors in a collaborative process of reflection.

- ◆ The Performance-Based Professional School Counselor Evaluation model includes processes that address professional development and professional school counselor evaluation. Professional development supports the professional school counselor in improving performance on an on-going basis while the professional school counselor evaluation serves organizational decision-making.
- ◆ Proficient is the performance standard expected of all professional school counselors. Those who are working below the proficient level of performance on any criteria/descriptors as determined by his/her administrator/supervisor should give immediate attention to improving performance. Professional School Counselors who do not meet expectations in any criteria/descriptors as determined by his/her administrator/supervisor will be required to address improvement through a Professional Improvement Plan (PIP).
- ◆ Adequate time and opportunity will be provided for professional school counselors to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- ◆ Evaluation criteria/descriptors address both students and professional school counselors. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- ◆ The process of professional school counselor evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- ◆ A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year professional school counselors and professional school counselors new to the school community.
- ◆ The evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating professional development for the professional school counselors.
- ◆ The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school improvement plans and the district's Comprehensive School Improvement Plan (CSIP).
- ◆ Sufficient orientation will be provided to train professional school counselors in the district's evaluation and professional growth process. Building-level meetings will be held to properly train professional school counselors in the evaluation model.
- ◆ All professional school counselors will develop and maintain a document file related to the identified evaluation descriptors.
- ◆ All professional school counselors will have a Professional Development Plan (PDP). The PDP will vary based on the proficiency of the professional school counselor as determined by the administrator/supervisor.
- ◆ As professional school counselors develop their PDPs, close attention should be paid to the requirements for PC-I, PC-II, and CPC state certification.
- ◆ The district and building Professional Development Committees (PDC) will serve as a resource to provide professional school counselors with professional opportunities related to their individual PDP.
- ◆ Professional School Counselors working on a PDP should limit the scope to one or two options so as not to focus on too many performance areas at once.

Evaluation Timeline

Year	Non-Tenured					Tenured			
	1	2	3	4	5	1	2	3	4
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	*	*	*	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	1
Non-Scheduled Observation	2	2	1	1	1	-	-	-	1
Drop-In Observation	REGULAR					REGULAR			
PDP: D-Development I-Improvement, E-Enrichment	Yes (DI)	Yes (DI)	Yes (DEI)	Yes (DEI)	Yes (DEI)	Yes (EI)**	Yes (EI)**	Yes (EI)**	align with document file
Document File Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes <i>Should be collected each year</i>
Administrator & Professional School Counselor Meet	Administrator meets to discuss management of document file and PDP as it relates to performance, school improvement, and CSIP plan early in the school year.								
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.								
Data Collection	Professional School Counselor and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Professional School Counselor implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.			
Summative Evaluation	Administrator holds conference to review data collected and completes summative evaluation by March 1.					Administrator holds conference to review PDP or, if on summative cycle, all data will be collected and completed. Summative evaluation must be completed by March 1.			

- * KEY: Development = Professional School Counselor and administrator work collaboratively to create a PDP.
Improvement = The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient
Enrichment = PDP focuses on areas related by each individual professional school counselor using the PDP.

** Indicates observation, only if needed, as determined by administrator/supervisor. Tenured professional school counselors not meeting all performance criteria/descriptors at the proficient level will be placed on an annual cycle and cannot participate in the Professional Development Plan Options.

Drop-in observations by the administrator/supervisor are encouraged on a regular basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events. If documentation is recorded, information must be shared with the professional school counselor.

First and Second Year Professional School Counselors in District

The Professional School Counselor Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least three formal observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- Two unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of professional school counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Professional School Counselor and Administrator Will:

Work with professional school counselor, mentor, and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the professional school counselor or as determined by the administrator.

First and Second Year Professional School Counselors

During the annual development/evaluation cycle, the 1st and 2nd year professional school counselor will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Professional School Counselors need to keep an on-going collection of data related to the criteria/descriptors as determined in conversations with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for professional school counselor performance. Refer to pages 15-19 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the professional school counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Professional School Counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Professional School Counselors will conduct a self-assessment annually to be shared with the administrator and use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 1st and 2nd year professional school counselors, the administrator will:

- ◆ **Conduct three observations.** A minimum of one scheduled and two unscheduled observations will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the professional school counselor or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** Administrator/supervisor may request additional data from the professional school counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the professional school counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the professional school counselor's evaluation file. All data included in the professional school counselor's evaluation file should have been discussed with the professional school counselor prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the

professional school counselor on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from the formative observations, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the professional school counselor to discuss the Summative Evaluation Report on or before March 1.

The 1st and 2nd year professional school counselor and administrator/supervisor will:

- ◆ **Work with a mentor team and the administrator/supervisor.** The mentor team is to be provided for first and second year professional school counselors. The mentor team should assist the professional school counselor in developing his/her evaluation document file and should observe and be observed by the 1st/2nd year professional school counselor. Time for planning and interacting will be provided for both the mentor and the 1st/2nd year professional school counselor. Members of the mentor team should observe the 1st/2nd year professional school counselor teaching a lesson and provide for reflective feedback. Legally, the mentor team will never take part in any formal evaluative activities of the 1st/2nd year professional school counselor.
- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or CSIP plan.** A 1st/2nd year professional school counselor will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle at the proficient level. If the administrator/supervisor determines the professional school counselor is not meeting performance expectation(s), a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

The mentor team should also assist the non-tenured professional school counselor in the remediation of deficiencies as listed in the PDP, but the mentor's involvement will not become part of the formal evaluation process.

While the Professional Improvement Plan should represent consensus between the professional school counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The professional school counselor may request that additional observations be performed.

- ◆ **Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the Professional Development Plans PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the professional school counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Third through Fifth Year Professional School Counselors in District

The Professional School Counselor Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least two observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of professional school counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Professional School Counselor and Administrator Will:

Work with professional school counselor and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the professional school counselor or as determined by the administrator.

Third through Fifth Year Professional School Counselors

During the annual development/evaluation cycle, the 3rd through 5th year professional school counselor will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Professional School Counselors need to keep on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on guidance practices, etc. Performance criteria/descriptors are district expectations for professional school counselor performance. Refer to pages 15-19 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the professional school counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Professional School Counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

During the annual development/evaluation cycle for 3rd through 5th year professional school counselors, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the professional school counselor or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the professional school counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the professional school counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the professional school counselor's evaluation file. All data included in the professional school counselor's evaluation file should have been discussed with the professional school counselor prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the professional school counselor on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and reports, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the professional school counselor to discuss the Summative Evaluation Report on or before March 1.

The 3rd through 5th year professional school counselor and administrator will:

- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** A 3-5 year professional school counselor will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. If the administrator/supervisor determines the professional school counselor is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the professional school counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The professional school counselor may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the professional school counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.
- ◆ **PDP Options.** 3rd through 5th year professional school counselors who are meeting expectations at the proficiency level can participate in Professional Development Plan Options (see pages 13-14).

Tenured Professional School Counselor

The Professional School Counselor Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator/supervisor, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Request additional observations by administrator if desired

Conduct a self-assessment on the Self Evaluation Form, annually to be shared with the administrator at the professional development conference.

The Administrator Will:

Conduct at least two observations during a 4-year cycle:

- One scheduled with pre- and post-observation conference (complete the formative report section of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the formative report section of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of professional school counselor
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Professional School Counselor and Administrator Will:

Work with professional school counselor and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the professional school counselor or as determined by the administrator.

Tenured Professional School Counselor

During the four-year development/evaluation cycle, the tenured professional school counselor will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Professional School Counselors need to keep an on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for professional school counselor performance. Refer to pages 15-19 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the professional school counselor will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Professional School Counselors will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Conduct a self-assessment annually to be shared with the administrator at the professional development conference. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the four-year development/evaluation cycle for a tenured professional school counselor, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted during the four-year cycle. Scheduled observations will include pre-and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased by the professional school counselor or the administrator/supervisor.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the professional school counselor related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the professional school counselor, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the professional school counselor's evaluation file. All data included in the professional school counselor's evaluation file should have been discussed with the professional school counselor prior to being placed in the file. Data collected during observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the professional school

counselor on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and report, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the professional school counselor to discuss the Summative Evaluation Report on or before March 1.
- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** Tenured professional school counselors will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) or Option Plan(s) during the annual evaluation cycle. If the administrator/supervisor determines the professional school counselor is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the professional school counselor and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The professional school counselor may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the tenured professional school counselor's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Tenured professional school counselors will be formally evaluated on a 4-year cycle. The administrator/supervisor has the responsibility to observe the professional school counselor on a regular basis and may receive unplanned data. A tenured professional school counselor not meeting expectations on a criterion may be reassigned from the professional development phase to the evaluation phase. If the administrator/supervisor determines the professional school counselor is not meeting expectations at the proficient level, a PIP should be put in place. Tenured professional school counselors meeting expectations participate in the professional development phase. 3rd through 5th year professional school counselors who are meeting expectations can participate in Professional Development Plan Options.

Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures, such as a portfolio, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Summative Evaluation:

All professional school counselors will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation Report summarizes the administrator's/supervisor's rating of performance for each criterion/descriptor.

Non-tenured and tenured professional school counselors both have the opportunity to dispute information on the Summative Evaluation Report. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party (administrator/supervisor or professional school counselor) and included with the report. Written comments by either party must be shared within five working days of the conference and appended to the original copy of the Summative Evaluation Report. The professional school counselor, the administrator/supervisor, and the Personnel Department will retain copies of the report.

System Review:

The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based.

Professional Development Plan Options (Enrichment)

Option A: Mentor PSC for Beginning PSCs

This option allows experienced PSCs with tenure to reflect on their practices with beginning PSCs and associate this with their own practices. Experienced PSCs with tenure have mentor training as prescribed in the Professional Development Plan of the district. Experienced PSCs with tenure use a self-reflection log to document the activities completed with beginning PSCs in accordance with duties outlined by the district's Professional Development Committee. Mentor PSCs assist beginning PSCs with the development of their professional development portfolios by making suggestions and offering advice. The times and dates of observations and conferences with beginning PSCs are documented. Experienced PSCs with tenure use the documentation to write reflections of the experiences and how they have affected their own practices. This plan should specifically relate to performance criteria and/or district comprehensive guidance program improvement goals.

Option B: Action Research Team

This option allows two to five colleagues to work together on a common interest. The topics may relate to one or more specific criteria and to the district's comprehensive guidance program improvement goals. The Action Research could tie in with existing district- or school-wide programs such as A+ Schools or Peer Helper Program activities or it could open new areas of research, e.g. Effects of a Morning Program or Playground Bullying. The topic for research could be an issue, strategy or theme related to the

processes and outcomes of the district's comprehensive guidance program such as lowering the dropout rate, the effectiveness of classroom guidance activities, or referral patterns. The Action Research will be approved by administrators/supervisors. Experienced PSCs with tenure involved will provide data documenting their activities on the Action Research Team. Documentation will include written documents such as surveys, instructional strategies, and new models or procedures. The data should also include at least three points of view about the topic, e.g. the perspectives of students, parents, colleagues, administrators, or business partners. The plan should specifically relate to performance criteria and the district's comprehensive guidance program improvement goals.

Option C: Professional Reflection Process

This option allows experienced PSCs to use individual reflection to grow professionally. Experienced PSCs with tenure will be videotaped during three appropriate non-confidential sessions, focusing on one or more PSC performance criteria, and will then assess performance in a written format. An outside observer, such as a classroom teacher, supervisor, a peer PSC, business partner, or representative from an educational agency or university staff development program may also observe the experienced PSC. Experienced PSCs with tenure will document observations and conferences with outside observers and include written reflection. A Reflection Portfolio will document the processes involved throughout the professional reflection period. The data received from the observers, the reflections, survey results and a final reflective piece on their professional growth during the process will be included in the Reflection Portfolio. This plan should specifically relate to PSC performance criteria and the district's comprehensive guidance program improvement goals.

Option D: Individualized Professional Activity

This option allows experienced PSCs with tenure to work individually on specific areas approved by their administrators/supervisors. The Individualized Professional Activity will be based on curriculum development, program development or the use of technology. This plan should provide relationships with specific performance criteria and the district's comprehensive guidance program improvement goals.

Option E: Collaborative Professional Plan

This option allows experienced PSCs with tenure to interact with colleagues to focus on particular professional guidance practices. This could be accomplished through the use of a peer coaching model, a study group or other collaborative teams. This plan should relate to specific performance criteria and the district's comprehensive guidance program improvement goals.

Option F: School-Wide/District-Wide Action Research

This option allows experienced PSCs with tenure with significant experience to work collaboratively on a project outlined in a school-wide or district-wide School Improvement Plan related to the district's comprehensive guidance program. Teams may be developed to represent a specific grade level, subject, or cross discipline/cross district teams. The project must be approved by their administrators/supervisors. Sample projects could be developing tasks to evaluate programs, common technology implementation needs or articulation of curriculum. The plan should relate to specific performance criteria and the district's comprehensive guidance program improvement goals.

Professional School Counselor Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and counselor behaviors that may be used to document criteria. The descriptors provided are not intended to be an inclusive list. The observation and/or documentation of each Criterion will vary based on the context.

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students

Criterion 1: The professional school counselor teaches guidance units effectively.

The professional school counselor:

1. Organizes units for student mastery based on student needs.
2. Uses effective instructional strategies.
3. Establishes an environment conducive for student learning through the use of effective classroom management techniques.
4. Other...

Criterion 2: The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum.

The professional school counselor:

1. Collaborates with or assists teachers in developing and/or teaching guidance units effectively.
2. Serves as a resource regarding guidance materials appropriate to the guidance units being taught.
3. Provides in-service training for teachers on guidance-related subject matter and guidance instruction methodology.
4. Other...

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.

Criterion 3: The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.

The professional school counselor:

1. Assists students in determining their abilities, achievements, interests, and goals.
2. Encourages teachers, other professionals, and parents to participate in student educational and career planning.
3. Guides students to utilize assessment results in their educational and career plans.
4. Other...

Criterion 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

The professional school counselor:

1. Strives to guard against over interpretation or other inappropriate use of assessment data.
2. Attends to the confidential and private nature of individual assessment data.
3. Understands/applies the basic statistical concepts essential in the use of assessment instruments and data.
4. Understands/applies basic concepts and principles of measurement and evaluation.
5. Presents information in a clear and concise manner.
6. Organizes and makes educational and career information available.
7. Helps students and their parents become aware of the range of educational opportunities available.
8. Other...

Standard 3: The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.

The professional school counselor:

1. Informs students, parents, teachers, and administrators about the process that can be used to refer students for individual or small group counseling.
2. Provides individual counseling and small group counseling using accepted theories and techniques appropriate for school counseling in a global society.
3. Demonstrates the use of developmentally appropriate small group and individual techniques that are relevant to the topic and to the students' needs and concerns.
4. Assists students in establishing concrete, behavioral plans aimed at problem resolution.
5. Other...

Criterion 6: The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.

The professional school counselor:

1. Uses an effective consultation model and appropriate procedures in consulting with individuals and groups.
 - a. Interprets information and ideas effectively.
 - b. Gathers information as needed to consult effectively and efficiently.
 - c. Understands consultee's responsibility and goals.
 - d. Establishes credibility by suggesting a variety of options, alternatives, resources, or strategies.
 - e. Is appreciative of ideas expressed by others.

2. Coordinates the development and implementation of the consultee's plan of action.
 - a. Encourages input from consultee.
 - b. Facilitates communication promoting a spirit of compromise and cooperation.
3. Other....

Criterion 7: The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.

The professional school counselor:

1. Understands and articulates the rationale and criteria for the referral process.
2. Develops and maintains a current list of appropriate and effective referral sources.
3. Determines the need for, and makes referrals when necessary.
4. Assists students and their parents during and after the referral process.
5. Keeps teachers informed about the referral process as appropriate.
6. Participates in the development of follow-up activities for students.
7. Other...

Standard 4: The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

Criterion 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.

The professional school counselor:

1. Provides comprehensive guidance program activities consistent with identified student needs.
 - a. Conducts formal and informal needs assessments to determine needs and priorities as perceived by students.
 - b. Follows priorities established in the comprehensive guidance program framework.
2. Uses sound organizational skills.
 - a. Sets timelines and follows them.
 - b. Operates from a program calendar.
3. Uses resources effectively.
4. Establishes and carries out an effective comprehensive guidance program evaluation.
 - a. Evaluates effectiveness of guidance activities.
 - b. Uses results of evaluation to improve guidance program.
5. Explains the philosophy, priorities, and practices of the comprehensive guidance program effectively and articulately to school staff, parents, and the community.
6. Other...

Criterion 9: The professional school counselor provides support for other school programs.

The professional school counselor:

1. Serves on building and district committees as appropriate.
2. Works cooperatively with other school personnel in the best interest of students and for the betterment of the district.
3. Carries out “fair share responsibilities” as appropriate.
4. Other...

Standard 5: The professional school counselor uses professional communication and interaction with the school community.

Criterion 10: The professional school counselor demonstrates positive interpersonal relations with students.

The professional school counselor:

1. Promotes positive self-image in students.
2. Provides a climate which opens up communication with students.
3. Interacts with students in a mutually respectful and friendly manner.
4. Makes an effort to know students as individuals.
5. Is available to all students.
6. Uses discretion in handling confidential information and difficult situations.
7. Other...

Criterion 11: The professional school counselor demonstrates positive interpersonal relations with educational staff.

The professional school counselor:

1. Works cooperatively with colleagues in planning guidance activities.
2. Shares ideas, materials, and methods with other staff members.
3. Works well with support staff.
4. Works cooperatively with the schools’ administration to implement policies and regulations for which the school is responsible.
5. Informs administrators and/or appropriate school personnel of school-related matters.
6. Other...

Criterion 12: The professional school counselor demonstrates positive interpersonal relations with parents/patrons.

The professional school counselor:

1. Cooperates with parents in the best interest of the student.
2. Provides a climate which opens up communication with parents.

3. Handles expressions of conflict in a constructive manner.
4. Promotes patron involvement with the school.
5. Initiates communication with parents as appropriate.
6. Other...

Standard 6: The professional school counselor fulfills professional responsibilities.

Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.

The professional school counselor:

1. Participates in professional activities such as membership and involvement in professional organizations, coursework, workshops, and conferences.
2. Seeks opportunities to learn from colleagues, students, parents, and community members.
3. Keeps abreast of developments in the counseling profession including the use of technology.
4. Other...

Criterion 14: The professional school counselor possesses professional and responsible work habits.

The professional school counselor:

1. Carries out guidance responsibilities promptly and accurately in accordance with established job description.
2. Uses available technology as a management and counseling tool.
3. Other...

Criterion 15: The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

The professional school counselor:

1. Observes ethical standards of the American School Counselor Association and the American Counseling Association.
2. Adheres to district policies and legal guidelines.
3. Does not reveal confidential information inappropriately.
4. Does not impose personal value judgements on students, their families or on school staff.
5. Promotes equity with respect to gender, ethnicity, or the ability of students.
6. Promotes cultural diversity and inclusivity in school policy and interpersonal relationships.
7. Other...

Glossary

Action Research	A process in which the professional school counselor plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The personnel authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the professional school counselor but may be collected from other sources and are kept in the document file.
Beginning PSC	Individuals in their first or second year as a professional school counselor.
Confidential Guidance Activities	Guidance activities which are confidential in nature and could be compromised by an outside observer. Ethical standards require a professional school counselor to respect the confidentiality of clients (students, parents, others). Individual or small group counseling sessions are by nature confidential situations. Individual intelligence testing is another instance in which an observer would compromise the situation or cause results to be considered invalid.
Criteria	The items used to evaluate the professional school counselor's performance. The criteria describe the behavior of the students and professional school counselor or the skill of the professional school counselor related to effective performance.
CSIP	The Comprehensive School Improvement Plan (CSIP) is an ongoing plan with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the District for at least a five-year period.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Development	Professional School Counselor and administrator work collaboratively to create a Professional Development Plan (PDP).
Document file	A professional school counselor's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Enrichment	Professional Development Plan (PDP) focuses on areas related to each individual professional school counselor using the PDP.
Evaluation Phase	The process of collecting data and making professional judgments about performance for the purpose of personnel decision-making.
Experienced PSC	Individuals that have a minimum of two years experience as a professional school counselor.
Improvement	The Professional Improvement Plan (PIP) provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient

Informative observation Record	A report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating professional school counselors.
Lesson Reflection Sheet	Form which will be completed by the professional school counselor following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced professional school counselor who is assigned to guide and support a first- or second-year professional school counselor in the district.
Missouri Comprehensive Guidance Program Model-	A program to help school districts plan, design, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.
Non-Confidential Guidance Activities	-Any guidance related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of PSCs. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (P.L. 94-142), educational advisement, and parent conferences.
Peer Coach	A professional school counselor who collaborates with another professional school counselor for mutual support and instructional improvement.
Planned Data	Data regarding a professional school counselor, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Post-Observation Conference	A conference between the administrator/supervisor and the professional school counselor about data collected during an observation and other data submitted by the professional school counselor. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Formative Observation Record to share at the conference.
Pre-Observation Conference	The interaction between administrator/supervisor and professional school counselor during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation Form will be completed by the professional school counselor prior to the conference.
Professional Development	Process designed to help professional school counselors improve on an on-going basis.
Professional Development Plan	A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PDPs will be categorized as enrichment, development and improvement.
Professional Improvement Plan	The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient.
Professional School Counselor Evaluation	The process of collecting data and making professional judgments about the performance and development of professional school counselors and for the purpose of personnel decision-making.

Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the professional school counselor evaluation.
Summative Evaluation	A report used to summarize the administrator's/supervisor's rating of performance for each criterion/descriptor at the end of the professional school counselor evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the professional school counselor evaluation.
Unplanned Data	Unsolicited data regarding a professional school counselor, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance criteria/descriptors.

Appendix

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Pre-Observation Form

The Pre-Observation Form is used by the professional school counselor prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the PDP.

Professional School Counselor _____ Professional Development Plan Option _____

School _____ Grade/Subject _____ Date _____

1. What has been the most positive aspect of your professional practice over the last few years? _____

2. What area of the districts' comprehensive guidance program gives you the most difficulty? _____

3. Which one of the goals, as enumerated in the districts' comprehensive guidance program, do you feel the school was successful in reaching this past year? What evidence can you use to show this success? _____

4. Which goal would you target as an area for your school to improve? _____

5. If you had last year to do over, what would you change? _____

6. What are some of your activities or ideas that you would like to share with others? _____

7. What would you like to learn more about, whether it be from another professional school counselor, a special training program, or other resources? _____

8. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes? _____

9. What are your strengths as a professional school counselor? _____

10. What areas of your work would you like to improve? _____

* If more space is needed, please add additional pages.

Professional School Counselor's Signature *Date* *Administrator's/Supervisor's Signature* *Date*

Signature indicates the above has been reviewed and discussed. Copies must be submitted to PSC and administrator/supervisor.

PBE-1L

Reflection Sheet

The Reflection Sheet will be completed by the Professional School Counselor following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Professional School Counselor _____

School _____ Grade _____ Date _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know? _____

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the District's curriculum guide? _____

3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson? _____

4. Did I adjust my goals or my work as I taught the lesson? Why? How? _____

5. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? _____

6. How will I alter this lesson, using the assessment results for individuals and groups of students? _____

7. What about this lesson would I share with others? _____

8. How did I establish a climate and encourage students to produce high quality work? _____

Notes _____

**If more space is needed, please add additional pages.*

PBE-2C

Formative Observation Record

Scheduled Observation Unscheduled Observation Artifact Data Non-Observed Data

The Professional Observation Record is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During classroom observation, the administrator/supervisor is to take notes regarding student and Professional School Counselor behavior. It is not necessary to script the entire oral discourse of the Professional School Counselor; however, the supervisor should record specific student behaviors and comments as well as specific Professional School Counselor behaviors and comments. These notes can be taken separately and then transferred to the Formative Observation Record or recorded directly on the Formative Observation Record form.

Professional School Counselor _____

School _____ Grade _____ Date _____

Administrator/Supervisor _____

Standard 1: The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students

1. The professional school counselor teaches guidance units effectively. _____

2. The professional school counselor encourages staff involvement to ensure the effective implementation of the guidance curriculum. _____

Standard 2: The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents through the development of educational and career plans.

3. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills. _____

4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information. _____

Professional School Counselor _____ School _____ Grade _____ Date _____

Standard 3. The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

5. The professional school counselor counsels individual students and small groups of students with identified needs/ concerns. _____

6. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals. _____

7. The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel. _____

Standard 4. The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

8. The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff. _____

9. The professional school counselor provides support for other school programs. _____

Professional School Counselor _____ School _____ Grade _____ Date _____

Standard 5. The professional school counselor uses professional communication and interaction with the school community.

10. The professional school counselor demonstrates positive interpersonal relations with students. _____

11. The professional school counselor demonstrates positive interpersonal relations with educational staff. _____

12. The professional school counselor demonstrates positive interpersonal relations with parents/patrons. _____

Standard 6. The professional school counselor fulfills professional responsibilities.

13. The professional school counselor demonstrates a commitment to ongoing professional growth. _____

14. The professional school counselor possesses professional and responsible work habits. _____

15. The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships. _____

Professional School Counselor Comments:

Administrator/Supervisor Comments:

Professional School Counselor's Signature

Date Administrator/Supervisor's Signature

Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to Professional School Counselor and administrator/supervisor.

PBE-5C

Professional School Counselor Evaluation Report

Professional School Counselor _____ Self Evaluation

School _____ Grade Level _____ Date _____

Administrator/Supervisor _____

1. The professional school counselor teaches guidance units effectively.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC is highly skilled in organizing guidance units based on student needs. The PSC establishes a classroom environment highly conducive to learning and uses a wide array of instructional strategies to ensure student mastery of guidance competencies.	The PSC organizes guidance units based on student needs. The PSC establishes a classroom environment that encourages learning and uses effective instructional strategies that ensure student mastery of guidance competencies.	The PSC is inconsistent in organizing guidance units. There is little evidence of the use of effective instructional strategies and consequently, poor student mastery of guidance competencies occurs.	The PSC seldom organizes guidance units to ensure student mastery of guidance competencies.
2. The professional school counselor encourages staff involvement to insure the effective implementation of the guidance curriculum.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC encourages staff involvement to ensure the effective implementation of the guidance curriculum. The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials as well as provides ongoing in-service training for teachers on guidance-related subject matter and guidance instruction methodology.	The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials.	The PSC is inconsistent in his or her collaboration with teachers in the development and teaching of guidance units.	The PSC fails to encourage staff to become involved in the teaching of guidance units.
3. The professional school counselor, in collaboration with parents, helps students establish goals and develop and use planning skills.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC teaches guidance units effectively. The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC actively encourages teachers, other professionals, and parents to participate in student educational and career planning.	The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC involves teachers, other professionals, and parents in student educational and career planning.	The PSC is inconsistent in assisting students in determining their abilities, achievements, interests, and goals.	The PSC fails to assist students in determining their abilities, achievements, interests, and goals.
4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC applies basic statistical concepts and principles of measurement in the use of assessment data, making certain that the confidential nature of individual assessment data is respected. The PSC organizes and makes educational and career information available in an effective manner.	The PSC interprets data and presents information accurately and appropriately. Assessment data are used in an ethical confidential manner.	The PSC interprets data and information inconsistently and poorly.	The PSC does not interpret data or present information accurately and appropriately.
5. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC makes sure that students, parents, teachers, and administrators know the process to refer students for individual and/or small group counseling. The PSC uses appropriate theories and techniques in working with students, assisting in the establishment of concrete plans, aimed at problem resolution.	The PSC counsels individual students and small groups of students based on identified needs, using appropriate theories and techniques.	The PSC counsels individual students and small groups occasionally using a limited number of techniques.	The PSC fails to counsel individual students and small groups of students with identified needs and concerns.

PBE-4C

Professional School Counselor _____ School _____ Grade _____ Date _____

6. The professional school counselor consults effectively with parents, teachers, administrators and other relevant individuals.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC knows and uses an effective consultation model in working with parents, teachers, administrators, and other relevant individuals. The PSC assists consultees' development and implementation of plans of action.	The PSC consults on a regular basis with parents, teachers, administrators, and other relevant individuals.	The PSC consults inconsistently with parents, teachers, administrators, and other relevant individuals.	The PSC fails to consult with parents, teachers, administrators, and other relevant individuals.
7. The professional school counselor implements an effective referral process in collaboration with parents, administrators, teachers, and other school personnel.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC explains the referral process to others clearly and concisely and maintains an up-to-date list of referral sources. The PSC makes referrals appropriately, assisting parents and students, and participates in the development of follow-up activities for students.	The PSC consistently implements a referral process in collaboration with parents, administrators, teachers, and other school personnel.	The PSC implements a limited referral process.	The PSC fails to implement an effective referral process.
8. The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC, working with other school staff, provides students with the full array of guidance activities based on their needs. The PSC follows a guidance program calendar, uses guidance resources appropriately, and evaluates the program using the data gained to improve the program.	The PSC consistently and effectively provides a comprehensive and balanced program to all students.	The PSC is inconsistent in providing a comprehensive and balanced guidance program.	The PSC fails to provide a comprehensive and balanced guidance program.
9. The professional school counselor provides support for other school programs.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC works cooperatively with other school personnel in the best interest of students and for the betterment of the district. The PSC contributes to the operation of the school through the completion of "fair share" responsibilities.	The PSC contributes effectively and on a regular basis supporting other school programs.	The PSC is inconsistent in providing support to other school programs.	The PSC fails to provide support to other school programs.
10. The professional school counselor demonstrates positive interpersonal relations with students.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC has excellent interpersonal skills and uses them very effectively with students. The PSC works closely with students providing a climate of trust.	The PSC has effective interpersonal relations with students that opens the lines of communication.	The PSC has an inconsistent pattern of interpersonal relations with students.	The PSC has poor interpersonal relations with students.
11. The professional school counselor demonstrates positive interpersonal relations with educational staff.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC has excellent interpersonal skills and uses them very effectively with staff. The PSC works closely with educational staff providing a climate of trust that facilitates communication and cooperation.	The PSC uses professionally appropriate interpersonal skills when interacting with staff.	The PSC's interpersonal relations with educational staff are inconsistent has an inconsistent pattern of interpersonal relations with parents/patrons.	The PSC has poor interpersonal relations with educational staff.

Professional School Counselor _____ School _____ Grade _____ Date _____

12. The professional school counselor demonstrates positive interpersonal relations with parents/patrons.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC works closely with parents/patrons providing a climate of trust that opens up communication. The PSC handles expressions of conflict effectively and in a constructive manner.	The PSC has effective interpersonal relations with parents/patrons that open up the lines of communication.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC fails to demonstrate positive interpersonal relations with parents.
13. The professional school counselor demonstrates a commitment to ongoing professional growth.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC seeks out opportunities for professional growth through membership in professional organizations, coursework, workshops, and conferences. The PSC's professional development is aligned to district and building goals and objectives.	The PSC consistently participates in professional growth activities.	The PSC inconsistently voluntarily participates in professional growth activities.	The PSC seldom voluntarily participates in professional growth activities.
14. The counselor possesses professional and responsible work habits.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC carries out guidance responsibilities promptly and accurately in line with the established job description. The PSC makes effective use of technology as a management and counseling tool.	The PSC regularly displays professional and responsible work habits in carrying out guidance program responsibilities.	The PSC is inconsistent in displaying professional and responsible work habits in carrying out guidance program responsibilities.	The PSC seldom displays professional and responsible work habits in carrying out guidance program responsibilities.
15. The counselor follows the profession's ethical and legal standards and guidelines as well as cultural diversity and inclusivity in school policy and interpersonal relationships.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Meets	<input type="checkbox"/> Progressing	<input type="checkbox"/> Does Not Meet
The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines. The PSC follows standards in regard to confidentiality, does not impose values on others, and demonstrates impartiality with regard to gender, ethnicity, and promotes diversity.	The PSC regularly adheres to the profession's ethical standards, district policies, and legal guidelines.	The PSC is inconsistent in following the profession's ethical standards, district policies, and legal guidelines.	The PSC seldom follows the profession's ethical standards, district policies, and legal guidelines.

Any "Does Not Meet Expectations" must be accompanied by a Professional Improvement Plan (PIP).

Supervisor's Summary: *(commendable items may be included)*

Recommendation for employment: Renewal of Employment: **(check one)**

- Be reemployed. Check here if the recommended reemployment will result in the attainment of tenure.
- Not be reemployed for the next school year. (Applicable to Probationary Professional School Counselors only.)
- Be terminated. (Applicable to Permanent Professional School Counselors only.)

Professional School Counselor's Comments:

Professional School Counselor's Signature _____ Date _____ Administrator's/Supervisor's Signature _____ Date _____
 Signature indicates the above has been reviewed and discussed. Copies must be submitted to Professional School Counselor and administrator/supervisor.

PBE-4C 5/03

Professional Growth Plan

1st / 2nd Year *Professional School* Counselor
 Enrichment (Options)

3rd - 5th Year *Professional School* Counselor
 Professional Development Plan (PDP)

Tenured *Professional School* Counselor
 Professional Improvement Plan (PIP)
 Moving Toward Proficiency

Professional School Counselor _____

School _____ Grade _____ Date _____

Administrator/Supervisor _____

Objectives: *Applicable descriptors and expected level of performance.*
(List standards and criteria of Professional Improvement Plan - PIP)

Related Building/District CSIP Goal(s):

continued on back

PGP-C page 1

Professional Growth Plan - *continued*

Professional School Counselor _____ School _____ Grade/Subject _____

Strategies for achieving objective(s): (*Professional School Counselor and administrator/supervisor responsibilities*)

Professional School Counselor will...

Administrator will...

Assessment methods and timelines:

Professional School Counselor Comments:

Administrator/Supervisor Comments:

Professional School Counselor's Signature *Date*

Administrator's/Supervisor's Signature *Date*

Plan completed. Date _____

Plan revised. Date _____

Plan continued. Date _____

Plan reviewed. Date _____

Professional School Counselor's Signature *Date*

Administrator's/Supervisor's Signature *Date*

Signature indicates the above has been reviewed and discussed. Copies must be submitted to Professional School Counselor and administrator/supervisor.