

Counselor Evaluation Process and Information FA-2015

Hillsboro R-3 School District

Hillsboro Counselor Evaluation Process

Overview

The purpose of the Network for Educator Effectiveness (NEE) is to facilitate professional growth in educators. NEE has evaluation and growth systems for teachers and other education professionals (e.g., principals, library media specialists, speech language pathologists), including guidance counselors.

Three resources are available to assist with implementation of the guidance counselor evaluation and growth system:

1. User Guide
2. Guidance Counselor Evaluation Worksheet
3. Scoring Guide

Both the Guidance Counselor Evaluation Worksheet and the Scoring Guide are available at EdHub at theedhub.org. As an evaluator uses the Scoring Guide, scores and feedback are recorded on the Evaluation Worksheet.

This guide takes you through the steps for NEE's guidance counselor evaluation and growth system.

Step 1 – Initial Meeting. Review the Guidance Counselor Evaluation Worksheet and Guidance Counselor Scoring Guide together (i.e., the administrator and guidance counselor).

Step 2 – Decide on a Guidance Counselor Evaluation Model. There are two different models:

Simple Model – Use the Guidance Counselor Evaluation Worksheet as a stand-alone measure. Also, NEE recommends that guidance counselors complete a Professional Development Plan (PDP) even if this model is chosen because GUIDANCE Counselors are expected to set goals for professional growth across the school year.

Full Model – Use the Guidance Counselor Evaluation Worksheet in conjunction with the teacher evaluation system. The guidance counselor can be evaluated in the same way as teachers with only minor modifications. The Guidance Counselor Evaluation Worksheet replaces the Unit of Instruction; the remaining components of the teacher model could be applied to the guidance counselor. In this model, guidance counselors may receive evaluation feedback based on classroom observation, student surveys, and professional development plans.

Hillsboro Counselor Evaluation Process

The table below shows the data sources used for the teacher evaluation system, the guidance counselor full model, and the guidance counselor simple model:

| Teacher Evaluation System | Counselor Full Model | Counselor Simple Model |
|--------------------------------------|---|---|
| 1. Classroom Observation | Classroom Observation | -- |
| 2. Student Survey | Student Survey | -- |
| 3. Professional Development Plan | Professional Development Plan | Professional Development Plan |
| 4. Unit of Instruction | Guidance Counselor Evaluation Worksheet | Guidance Counselor Evaluation Worksheet |

| Hillsboro Counselor Model | | |
|----------------------------------|--|--|
| | Classroom Observation | |
| | -- | |
| | Professional Development Plan | |
| | Guidance Counselor Evaluation Worksheet | |

Step 3 – Collect Data. The guidance counselor uses the appropriate scoring guides and templates to collect data on their various responsibilities.

Step 4 – Enter Data. The guidance counselor enters all appropriate data into the evaluation worksheet and provides any necessary narrative description.

Step 5 – Provide Feedback. The evaluator should provide feedback to the guidance counselor at least twice per year. The guidance counselor evaluation system provides opportunities for feedback conversations between the guidance counselor and the evaluator at the beginning and end of the school year. The guidance counselor evaluation system includes input from the guidance counselor because school administrators charged with evaluating and supporting a guidance counselor may not fully understand the role of a guidance counselor.

It is important to provide high-quality feedback. An evaluator's feedback has significant impact on performance. Research shows effective feedback:

- Is frequent.
- Is face to face.
- Links performance to subsequent training.
- Compares the current score with the goal, and outlines the steps needed to reach the goal. Identifies gaps between current behavior and desired behavior with clear correct solutions.
- Focuses on behavior and not the person. If feedback strays from behavior to the person, it slows growth.
- Breaks down the multiple tasks involved in teaching to specific tasks.
- Focuses on standards and describes specific observations so that evaluators and educators identify strengths and weaknesses and together decide how to improve performance.
- Includes areas needing growth. If only positive feedback is given, it actually slows or stops growth.

Step 6 – Access Professional Growth Resources. The guidance counselor accesses resources for professional growth in areas tailored for each individual, based on data collected in Step 3. The purpose of NEE is to promote growth and support professional development. To facilitate these activities, NEE's online database tool links to online resources at EdHub.

Click the following links for information about the following:

- Counselor Evaluation Organizer Introduction
<https://www.youtube.com/watch?v=EfLPohEkugw&feature=youtu.be>
- Counselor Professional Counselor PD Plan Introduction
https://www.youtube.com/watch?v=ke_67pmtypQ&feature=youtu.be
- Counselor Reports Introduction
<https://www.youtube.com/watch?v=HoGiknhwll4&feature=youtu.be>

2015-2016 Professional School Counselor Standards and Quality Indicators

Standard 1: Student Development

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

Quality Indicator 1 Human Growth and Development:

The professional school counselor demonstrates knowledge of human development and personality and how these domains affect learners, and applies this knowledge in his/her work with learners.

Quality Indicator 2 Counseling Theories and Interventions:

The professional school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.

Quality Indicator 3 Helping Relationships:

The professional school counselor establishes helping relationships with students through individual counseling, group work, classroom guidance, and mental health and well-being activities within the comprehensive guidance and counseling program.

Quality Indicator 4: Social and Cultural Diversity:

The professional school counselor demonstrates knowledge and understanding of how social and cultural diversity affects learning and development within the context of a global society and a diverse community of families through lesson plans, guidance activities, and interactions with students.

Quality Indicator 5 Appraisal of Student Growth and Achievement:

The professional school counselor knows and understands the principles of measurement and assessment, for both individual and group approaches, as they apply to the academic, career, and personal/social development of all students through full implementation of a comprehensive guidance and counseling program and defines the counselor's role in assessment consistent

with level of training, expertise, and a fully implemented comprehensive guidance and counseling program.

Quality Indicator 6 Career Development and Planning:

The professional school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students with career awareness, exploration, decision-making, and planning

Standard 2: Comprehensive Guidance and Counseling Program Implementation

The professional school counselor collaborates with school and community members to plan, design, implement, evaluate and enhance the school and district-wide comprehensive guidance and counseling program to advance the academic, career, and personal/social development of all students.

Quality Indicator 1 Structural Components:

The professional school counselor knows and understands the structural components of a fully implemented comprehensive guidance and counseling program, including a philosophy and definition, facilities, advisory council, resources, budget and staffing patterns.

Quality Indicator 2 Comprehensive Guidance and Counseling Program Components:

The professional school counselor knows, understands and implements the four program components of the district's comprehensive guidance and counseling program, providing all students with essential knowledge and skills defined by the Grade Level Expectations through the guidance curriculum, individual student planning, responsive services and system support.

Quality Indicator 3 Technology:

The professional school counselor integrates and utilizes technology for comprehensive guidance and counseling program delivery and management to promote the academic, career, and personal/social development of all students.

Quality Indicator 4 Comprehensive Guidance and Counseling Program, Personnel, and Results Evaluation:

The professional school counselor knows, understands, and uses comprehensive guidance and counseling program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program.

Standard 3: Professional Relationships

The professional school counselor develops collaborative professional relationships throughout the school and community which support the comprehensive guidance and counseling program as well as the overall mission and improvement plans of the school and district

Quality Indicator 1 Interpersonal Skills:

The professional school counselor promotes, models, and teaches interpersonal skills to enhance relationships with and among administrators, staff, students, families, community members, agency representatives, and other professional school counselors to facilitate planning, implementing, maintaining, evaluating, and enhancing a comprehensive guidance and counseling program supportive of the academic, career, and personal/social success of all students.

Quality Indicator 2 Collaboration:

The professional school counselor develops collaborative professional relationships with administrators, staff, students, families, community members, agency representatives, and other professional school counselors in order to promote the academic, career, and personal/social development success of all students.

Quality Indicator 3 Consultation Theories and Strategies:

The professional school counselor uses theories, models, and processes of consultation strategies to improve communication, develop and promote professional, family, and school relationships and coordinate school and community resources to promote the academic, career, and personal/social development of all students.

Quality Indicator 4 School and Community Involvement:

The professional school counselor is actively involved in school and community initiatives that promote the academic, career, and personal/social development of all students.

Standard 4: Leadership and Advocacy

The professional school counselor serves as a change agent, demonstrating leadership, vision, collaboration, and advocacy for the on-going development of self, students, the comprehensive guidance and counseling program, and the school district.

Quality Indicator 1 Personal Well-Being:

The professional school counselor knows, understands, uses, and models techniques of self-care.

Quality Indicator 2 Leadership and Professionalism:

The professional school counselor knows, understands, models, and promotes personal leadership and professionalism.

Quality Indicator 3 Student Advocacy:

The professional school counselor knows and understands the advocacy processes needed to address individual, institutional and social factors that influence access, equity, and success for all students.

Quality Indicator 4 Comprehensive Guidance and Counseling Program Leadership:

The professional school counselor uses knowledge of comprehensive guidance and counseling program concepts to promote and enhance the success of students and the comprehensive guidance and counseling program while contributing to school improvement.

Quality Indicator 5 School Climate and Culture:

The professional school counselor uses the comprehensive guidance and counseling program to contribute to the development of a positive and safe school climate and culture.

Standard 5: Ethical and Professional Conduct:

The professional school counselor knows, understands, and adheres to current ethical and professional standards and legal requirements.

Quality Indicator 1 Ethical Standards:

The professional school counselor knows, understands, and practices in accordance with ethical standards appropriate to the school counseling profession.

Quality Indicator 2 Professional Standards:

The professional school counselor knows, understands, and practices in accordance with standards associated with the counseling profession.

Quality Indicator 3 District and School Policies:

The professional school counselor knows, understands, and practices in accordance with local school policy and procedures.

Quality Indicator 4 Legal Requirements:

The professional school counselor practices in accordance with local, state, and federal statutory requirements and is familiar with legal resources.

The Hillsboro R-3 Counselor Evaluation consist of?

- 4-8 Classroom/Office Observations by your administrator:
- Completion of the Counselor PD Plan
- Completion of the Professional School Counselor (PSC) Evaluation Organizer. Artifacts are to be aligned to information within the organizer and a portfolio developed.
- A Monthly Time-Task Analysis to be included in the Evaluation Organizer

Counselor Observation Indicators:

NEE Indicator 1.2

Cognitively engages students in the content

The teacher cognitively engages students in the content. Cognitive engagement in the classroom refers to students' active mental involvement in the learning activities or mental effort, such as meaningful processing, strategy use, concentration, and metacognition. Cognitive engagement is different from behavioral engagement, which is cooperative participation, or adhering to classroom rules. Cognitive engagement is a key goal of many school reform efforts because it predicts achievement.

In the classroom, this might look like:

- Teacher incorporates appropriate learning and instructional strategies to encourage deep thinking
- Teacher supports students in monitoring their own levels of cognitive engagement
- Teacher recognizes if some students are not cognitively engaged, and tries alternate strategies to increase or maintain students' thinking about content
- Teacher uses cognitive engagement strategies such as advanced organizers, K-W-L charts, share-out, shoulder-partner work
- Teacher cognitively engages students so that they are active in the lesson or activity
- Teacher is able to build activities appropriate for all depth of knowledge levels
- Teacher assesses student understanding often

NEE Indicator 2.2

Sets and monitors student goals

The teacher has clear goals and encourages student goal-setting. The teacher has a systematic approach to student goal setting and reflection. Almost all students have clearly articulated goals for understanding. Student learning is self-directed.

In the classroom, this might look like:

- All students use the learning target and performance of understanding to re-adjust or set clear goals
- Teacher places a strong emphasis on students' self-direction and ownership of learning
- Goals set by students are evident in materials or in the room (e.g., posted on the wall)

- Student goals refer to understanding rather than just grades or scores
- Teachers and students set goals that are both short- and long-term (e.g., unit, quarter, semester)
- Students engage in self-reflection regarding goal attainment
- Teacher may instruct students on successful goals setting (e.g., goals should be specific, challenging, but reasonable and further defined by sub-goals)

NEE Indicator 5.2

Manages time, space, transitions and activities

The teacher organizes, allocates, and manages time, space, and transitions well. Almost all students are on task 90% of the time. Learning is a direct function of the amount of time students spend engaged in a learning task, relative to the amount of time they need to learn that task. Classroom management enables teaching and learning to proceed. Good classroom management increases instructional time. It includes being explicit about expectations, giving clear, detailed directions, dealing with inappropriate behavior promptly, and having a strong game plan for the class period.

In the classroom, this might look like:

- Teacher manages time and transitions well most of the time
- Students appear to know routines and procedures
- Students are mostly on task with only minor redirects from the teacher
- Teacher identifies common procedures, routines, and transitions and teaches those to students as part of a comprehensive classroom management plan
- Classroom management is so fluid that management is invisible
- Evidence indicates students know classroom routines and transitions
- Students appear to be self-directed

In the early childhood classroom, an adequate amount of quality materials are in the room (e.g., realistic developmentally appropriate). Visual schedules are present and actively used. Transitions are well organized (e.g., with lights, cues, movement, music). Learning occurs during transitions. Learners are busy and active. Learners are involved in routines. Office is warm, inviting and organized.

NEE Indicator 9.2

Collaborates within historical, cultural, political and social contexts to meet the needs of students

In your Evaluation Organizer the counselor explicitly, and fully discusses how changes in practice will improve involvement of families or communities in the learning process.

Counselor PD Plan



NEE Data Tool

Teacher Professional Development Plan

The purpose of the Teacher Professional Development Plan (TPDP) is to align an individual teacher's professional development plans to the goals of the school and/or district. This helps teachers to construct a specific, focused timeline of professional development activities centered on one goal and generates conversations about that professional development throughout the evaluation cycle.

TEACHER PROFESSIONAL DEVELOPMENT PLAN

1. On the left-hand menu, click **My Organizers**.
2. A new menu will open below **My Organizers**. Click **Professional Development Plan**.
3. The **New Professional Development Plan Organizer** creation box will appear.
 - a. In the **Building** field, select your building from the dropdown box.
 - b. In the **Professional Status** field, select your professional status (Probationary, Tenured, Tenured Under Evaluation) from the dropdown box.
4. Click **Create Organizer**.
5. The **Teacher Professional Development Plan** organizer screen will appear.
6. Under Reviews, enter the date that you wish to have your mid-year review in the **Mid Year Review Date** field. Click **Save**. Repeat for the **End of Year Review Date** field.
7. For Pre-Implementation approval, completed Sections A, B, and C. **NOTE: Make sure to click Save when you are finished entering in a field.**
8. When you have completed all fields and are ready to submit the organizer to your principal for pre-implementation approval, click the button next to **Submit for Pre-Implementation Approval?** The button will then change to **Unlock for Editing**.

A screenshot of the 'New Professional Development Plan Organizer' form. It features two dropdown menus: 'Building' (selected: NEE High School) and 'Professional Status' (selected: Probationary (P)). At the bottom right, there are 'Cancel' and 'Create Organizer' buttons.

A screenshot of the 'Teacher Professional Development Plan' form for 'Christy Teacher' with 0 years experience. The 'Building' is 'NEE High School' and 'Professional Status' is 'Tenured (T)'. There is an 'Edit' button next to the status. The 'Reviews' section has two date fields: 'Mid Year Review Date' and 'End of Year Review Date', each with 'Save' and 'Cancel' buttons. Below this is a 'Scoring Rubric' dropdown. The main section is 'A. Goals to be Addressed by the Teacher Professional Development Plan (TPDP)', which includes a 'District Goals (CSIP Goals)' text area with a rich text editor toolbar. At the bottom are 'Save' and 'Cancel' buttons.

A screenshot of the 'Pre-Implementation Approval' form. It has a 'Teacher Section' header. Below it, there is a 'Submit for Pre-Implementation Approval?' label and a 'Save and Submit for Review' button.

[Select School Year](#)**Barbara Bush** 0 years experience**School Year** 2015-2016**Building** Golden City High**Professional Status** Probationary (P)

Reviews

Mid Year Review Date November 3, 2015**End of Year Review Date** February 10, 2016[Edit](#)[Scoring Rubric](#) ☐

A. Goals to be Addressed by the Teacher Professional Development Plan (TPDP)

District Goals (CSIP Goals)

My individual goal most closely aligns with the district CSIP goal, "Develop and enhance quality educational/instructional programs to improve performance and enable

students to meet their personal, academic and career goals."

Building Goals (BSIP Goals)

My individual goal most closely aligns with the building belief statement, "We believe every student, regardless of individual challenges, is able to learn in a safe and equitable learning environment."

Indicator(s) to be Addressed

PSC 1.1 The school counselor utilizes his/her skills and knowledge of student development and behavior to promote the mental health and well-being of all students by facilitating their academic, personal/social and career development-Human Development.

Individual Teacher Professional Development (PD) Goal(s)

Upon self-reflection and an increase in enrollment of students with the characteristics of autism spectrum disorders, I have selected the topic of increasing my awareness and ability to assist students with autism spectrum disorders and to better support their families and teachers. In terms of a measurable goal I submit this statement:

I will improve my knowledge of autism spectrum disorders (ASD) supports by learning through completing five online courses offered by the MU Thompson Center focused on ASD (The five modules provide information of topics such as: autism in young children, the screening and referral process, evidence-based practices and interventions, transitions to adulthood and building the family- professional partnership) and then implementing those strategies on a daily basis by February 28, 2016 as demonstrated by my weekly small group and individual counseling sessions and through an activity log of contact with families impacted by ASD.

Data Used to Determine PD Goals

Provide data (e.g., previous year's Summative Report, observation data, student survey results, self-assessment) used to determine your PD goals.

In the past year our ASD student population has grown 400%. This rapid increase has created a situation of concern among both the special education and regular education teachers in how we as a professional staff deal with the growing number of ASD students and their families. There has been a notable increase in the ASD-related conversations in the weekly grade level intervention team meetings in the past year. This has led to a number of teachers being concerned that we are lacking the understanding of how to effectively assist these students in their learning and social-emotional growth.

Sequence of PD Activities

List at least three PD activities that are aligned to your PD goals. Include a time frame.

Complete the five online courses offered by the MU Thompson Center. The five modules provide information of topics such as: autism in young children, the screening and referral process, evidence-based practices and interventions, transitions to adulthood and building the family- professional partnership.

Attend the 10th annual Autism Conference will be held Sept. 24-25, 2015, at the Double Tree St. Louis Hotel in Chesterfield, Mo. Keynote speakers this year will be Dr. Antonio Hardan, M.D., professor of psychiatry and behavioral sciences at Stanford University, and Dr. Raphael Bernier, Ph.D., associate professor of psychiatry and behavioral sciences at University of Washington.

Attend at least three meetings of Missouri Families for Effective Autism Treatment (MO-FEAT) to gain a better perspective of the function of this group in our region. This group is an organization of concerned parents,

practitioners, and educators who volunteer their experience and expertise to serve this population of individuals affected by autism and their families. MO-FEAT's mission is to provide advocacy, education, and support for families and the autism community, and to support early diagnosis and effective treatment.

Research Base for PD Activities

Explain the connection between cited research and PD activities to improve student learning.

The MU Thompson Center online courses are directed by Dr. Stephen Kanne, the Executive Director of the MU Thompson Center for Autism & Neurodevelopmental Disorders. After being appointed by the Missouri Governor to the Missouri Blue Ribbon Panel on Autism, he co-authored Autism Spectrum Disorders: Missouri Best Practice Guidelines for Screening, Diagnosis, and Assessment. Dr. Kanne is Board certified in Clinical Neuropsychology with a specialty in Pediatric Neuropsychology. Dr. Kanne has a research focus on children with Autistic Spectrum Disorder, targeting diagnostic tools, outcome measures, behavioral phenotyping, co-occurring symptoms, and evidence-based therapies.

The conference keynote speakers are both nationally recognized experts in ASD-related research and practice. Their vitas are extensive in working with other international leaders in the topic.

The regional group activity may not have the wow-power of the other two activities but it is important for our school district to be involved with that group on a regular basis and build relationships with the members of that organization. Several important agencies participate in that group and the shared resources of those partners could help our ASD students.

B. Teaching Strategies

Collaboration

Describe how this PDP involves collaboration with other educators (who, where, and when).

My participation in the Missouri Families for Effective Autism Treatment (MO-FEAT) group will serve as a good opportunity to collaborate and learn from parents who deal with ASD everyday and learn from other agency staff involved in the group. I plan to attend three MO-FEAT meetings in this school year.

Another good opportunity to collaborate will be to meet monthly with classroom and SpEd teachers of ASD students to begin to discuss how we as a professional staff can better address the needs of our ASD students.

Student Engagement

Describe how this PDP helps you improve student engagement in the learning process.

My hope is that through my efforts to improve the level of engagement of teachers, ASD students and families in more effective ASD practices that everyone will have a better school experience and have enjoy greater successes in their future.

Diverse Learners

Describe how this PDP improves your ability to meet the varied needs of diverse learners.

Certainly my effort to become better informed on this topic will assist me in a personal level and our school as a whole in supporting this diverse student population (ASD students) and their families. This is a growing issue in our school setting and we as professional should take a more active role in preparing ourselves to support these

students.

C. Prior Related PD

Provide a brief description of how the PD activities build upon prior PD or whether these activities are a new venture.

I have only a general understanding of the ASD topic through a very limited set of experiences in the past. This will be my first opportunity for a deeper learning experience on this topic.

NOTE: Element 8 is scored as "Not Applicable" (N/A) for first-year teachers or for veteran teachers beginning a new PD venture.

Pre-Implementation Approval

Teacher Section

Submit for Pre-Implementation Approval? Yes

Principal Section

Professional Development Plan Type Monitored

Principal Pre-Implementation Approval? Yes

Approved by Monroe, James on August 27, 2015

D. Data Showing Progress Toward Specific PD Goals

Briefly discuss how the PD activities improved your teaching practice. Provide explicit evidence of change in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.

I have completed all five of the MU Thompson Center online ASD courses. These course have provided me with a much better understanding of ASD and methods that I can use with ASD students and to support their SpEd and regular classroom teachers. This increased understanding has assisted me in reaching out more effectively to

ASD-impacted families to offer my support to meet their needs in regard to the educational experience. I have made 14 contacts with ASD-impacted families so far this school year. Nine of those contacts were preventive in nature (not caused by any adverse issues) to encourage open lines of communication with the family. I recently attended the ASD Conference in Chesterfield, MO and that was a great opportunity to ask questions and get specific feedback from the expert presenters and more experienced practitioners. It was also allowed me the chance to network with others that can help me in the future when faced with difficult ASD-related situations. I have attended 2 MO-FEAT meetings so far this year. The meetings have been a real eye-opener for me to see the daily struggles of ASD-impacted parents and siblings. I had not previously realized the impact that ASD had on the siblings. We also have these siblings in our schools and these needs don't appear on our usual radar (IEP/504). The siblings need our support to cope with the impact on their lives. I am taking steps to better inform the teachers and counselors across our district to these needs.

Mid Year Narrative

Teacher Comments

In starting the learning around this topic I thought it would be to be to better serve the ASD students and their teachers. But as I have grown in this learning I have discovered my unique position to serve a wider audience and a particularly underserved population (the siblings) impacted by ASD. I have gotten more out of this than I expected in ways I didn't realize were possible. This experience has led me to discover a new area of interest and to be a resource to others in our district.

Administrator Comments

I am very pleased with your work in this area. I recently talked to a set of parents of a student effected by ASD and they mentioned you had contacted them to offer your help if needed. They were appreciative of your effort to reach out to them and helping to inform others in our school of ASD. I would like to visit with you in the near future about possibly presenting a PD session during the spring PD Institute in April. I feel this topic is appropriate to be a district-wide presentation as part of that event.

Approved by Monroe, James on August 27, 2015

F. Data Showing Progress Toward Specific PD Goals

Briefly discuss how the PD activities improved your teaching practice. Provide explicit evidence of change in practice (e.g., observation data) and its effect on student performance (e.g., assessment data). NOTE: Use data you already have as part of your continuous improvement where appropriate.

I have met monthly with the four classroom teachers and 2 SpEd teachers involved with our four ASD students to discuss student progress and issues that need to be addressed. These teachers have informed me of how helpful it is to have these monthly meetings to share insight and strategies with other teachers. They have commented that they want to take the online courses (MU Thompson Center) that I completed in the fall semester. I would like to facilitate their learning as they move through those courses to include small group discussion and shared feedback. These courses might be a good tool to summer training for teachers that will be assigned these ASD students in the coming year. I would also be willing to facilitate summer discussion groups among these teachers to help them be prepared to effectively support these students. I would like to also make it an expectation that

these teachers plan to meet monthly next year like our group has done this year.

The teachers have also commented on the progress of the ASD students in our school since we have implemented several practices discovered in our learning and monthly meeting discussions. I know this effort has had a positive classroom impact by means of attendance. The collective number of days absent has dropped by 50% from last year to this year among the 4 ASD students.

As I make continued parent/family contacts in person and by phone, I frequently hear that the classroom teachers are managing the ASD children with better techniques that have led to a more positive school experience this year. The parents seem to be more pleased with our efforts to address the needs of their ASD students and the siblings.

G. Completion of Goals

Was this goal successfully completed?

Yes

End of Year Narrative

Teacher Comments

In review of my planned activities and the results of those activities on my practices I feel I have accomplished my goal. I have gained a much deeper perspective of ASD through my PD efforts this year. I would like to continue my efforts in this area next year and help other educators on this topic. I do appreciate the support provided by the district in allowing me to attend the ASD Conference in October. That experience really helped me gain a deeper understanding of how I could impact other educators in our school district.

Administrator Comments

I would agree that you have exceed the goal of your PD Plan this year. And I would add that you have raised the level of awareness of ASD among all educators in our building. You are to be commended for your efforts to go beyond just improving your own understanding of ASD and your ability to support those children but to impact others in a positive manner.

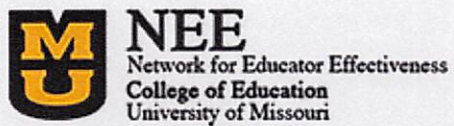
I will also commend you for reaching out to families impacted by ASD and helping them know that their school does care and will support them on a continuous basis. Our school strives to build these strong relationships with our families. Your efforts are making that desire a reality.

Additional Comments If Needed

Comments

I would like to add that my proposal to present an ASD topic session at the district spring PD Institute has been accepted. I also plan to submit a proposal to present the same session at the state counselor association meeting next October.

Edit



[Hook Center](#) | [NEE](#) | [ARC](#) | [Mizzou Ed](#)

v 2015.8.26.1916

Counselor (PSC) ORGANIZER

Select School Year**Barbara Bush** 0 years experience**School Year** 2015-2016**Building** Golden City High**Certification** Full**Scoring Rubric** ☐**PSC Element 1 - Engages students in career planning and development**

Provide evidence of support for career planning and development. Describe the activities you organized and student participation in them.

Materials provided by the state department are used for the elementary school career development lesson plans for each grade level. These materials include a lesson plan for every classroom session and the student activity materials. I followed the unit plans provided in the state department guide to cover the objectives of the state model guidance system. To prepare for each week's activities I review each lesson and prepared materials for use in each classroom for every lesson. All students participate in the lesson which included several hands-on activities. I also involved the classroom teacher in planning some circle-time big book readings related to my weekly lesson topics to reinforce the career awareness concepts.

PSC Element 2 - Engages in individual student planning.

Provide evidence of individual student planning processes. Describe the types of guidance that you provide and give examples of activities you organized and strategies you used with students.

The individual student planning services used in our school include the transition into Kindergarten typically begins the previous spring when the district holds preregistration and screening/assessment events. At that time, I provide the family with introductory materials and ask parents/guardians to fill out a survey of the child's previous educational experiences. This data is included in the student folder given to their classroom teacher in the summer prior to the start of school. At the beginning of the Kindergarten year, I present each family with an Individual Planning (IP) Starter Kit to help parents keep track of their child's personal/ social academic and career development. The Starter Kit consists of a large envelope or folder with a page of directions, and/or a checklist of items, which parents/guardians are urged to save during the child's elementary years and beyond. During the school year I help our students and Parents/guardians identify documentation that they will add to their IP Starter Kit each year. This archive is helpful to the student and family when making important decisions regarding the student's Individual Planning Resource File begun in the middle school transition.

PSC Element 3 - Provides responsive services.

Provide evidence of responsive services, which may include individual counseling, small group counseling, consultation, and/or referral. Describe de-identified examples of services. Describe the processes and counseling theories used (e.g., solution-focused, behavior modification strategies) and the results of those processes.

The range of services I provide to students and parents in our school are very diverse and involve all aspects of responsive services. The most often form of responsive services I encounter is the individual counseling area. We have a wide variety of needs spread across our student population. And the needs seem to group together into select categories with similar root causes. I have worked hard this past year to involve certain external referral services to deal with each of these category areas. Most often these are resolved quickly by use of a solution-focused approach.

PSC Element 4 - Provides school system support through program management.

Provide evidence of program management activities. This may include assisting with processes (e.g., scheduling and enrollment), participating in development and implementation of Individual Education Plans (IEPs) and/or 504 behavior plans, developing calendars and budgets, record keeping, conducting research and publishing, providing training and information on self-care techniques, or other duties as assigned.

I provide important PSC system-support services within my school through a wide variety of activities such as: program management- keeping accurate records of the PSC activities provided to each class at each grade level and documentation of those activities; professional development- provide training opportunities to the other educators in our building/district related to specialized training and knowledge I have based on the PSC position and I actively participate in PD offerings both inside and outside the district to keep my knowledge and skills required of my duties; staff and community outreach/relations- participate in community/agency meetings to inform those parties of the school/district processes related to those agency functions; evaluation- to actively seek input on the impact of the PSC service provided by my position and how those services can be improved.

PSC Element 5 - Provides school system support by collaborating with educators and other professionals from within and outside the school community.

Provide evidence of collaboration.

My goal is to fully integrate the PSC activities into the classroom level functions in our school. To accomplish this goal I regularly meet with teacher grade level teams to review upcoming themes and content to find possible connection points where my activities can support and enhance the classroom content. I also visit individually with every classroom teacher each week to discover any needs the teachers have identified within their student group or do follow-up work on prior intervention measures.

I also participate in the county-wide inter-agency taskforce monthly meetings. That group works to coordinate the services of each agency to more efficiently provide services to the families in our school. A good example of this effort was the inclusion of several of these agencies in our Open House event at the beginning of the school year.

Six county agencies and local healthcare providers set up information tables in the cafeteria where families could gain a better understanding of services available in our area.

PSC Element 6 - Provides school system support by contributing to a positive and safe school climate and culture.

Describe activities you have participated in to promote a safe school climate and culture (e.g., PBIS, safety plans).

A key role of the PSC is to make sure every student understands that I am their confidential contact person within our school to report any form of issues related to their safety both inside and outside the school setting. I close most every classroom session with a short statement that I'm always available to see a student that needs to talk about any issue in their life. This has proven to be an effective method of reaching students who need assistance. Based on the district goal of eliminating bullying in our schools I have made a special effort to include anti-bullying materials into my classroom activities to both introduce and reinforce the concepts being used throughout our school by all professional staff. I understand my role in this effort is to actively seek feedback from students who may be a victim of bullying and report this activity to the appropriate administrator so quick and appropriate actions can be taken to eliminate bullying for our school.

PSC Element 7 - Provides school system support by contributing to building and school district initiatives.

Provide evidence of your contribution to meeting building and school district initiatives. Include any activities that you have participated in that contributed to meeting your building improvement plan (BIP).

As mentioned in Element 6, I actively participate in the elimination of bullying in our school and district which is a district and building goal. Also related to the district/building goal of student success, I actively engage our teachers in providing academic and emotional interventions that assist students be successful in all aspects of their educational experience. In support of the building goal of providing a system of family engagement I have made a significant effort to create events and activities within the school calendar that involve parents and provide them with a great reason to participate in those activities. Parents may not understand the importance of their involvement so

we must work hard to find methods to get them to the school and into the community where we can provide supports and services they may need.

PSC Element 8 - Devotes recommended percentage of time on four components of the guidance and counseling program.

Guidance and Counseling Curriculum

(Recommended: Elementary 35-45%, Middle School 25-35%, Secondary 5-10%)

40%



Individual Student Planning

(Recommended: Elementary 5-10%, Middle School 15-25%, Secondary 25-35%)

5%



Responsive Services

(Recommended: Elementary 30-40%, Middle School 25-35%, Secondary 25-35%)

35%



System Support

(Recommended: Elementary 10-15%, Middle School 10-15%, Secondary 15-20%)

10%



Other

10%



Total

%

Other (Activities above and beyond the Comprehensive Guidance and Counseling Program)

I serve on a statewide PSC association committee which meets once per month. I also assist the principal in preparing the state assessment process.

Describe any barriers to following the Comprehensive Guidance and Counseling program, including meeting the recommended time percentages.

No barriers identified at time.

End of Year Counselor Review

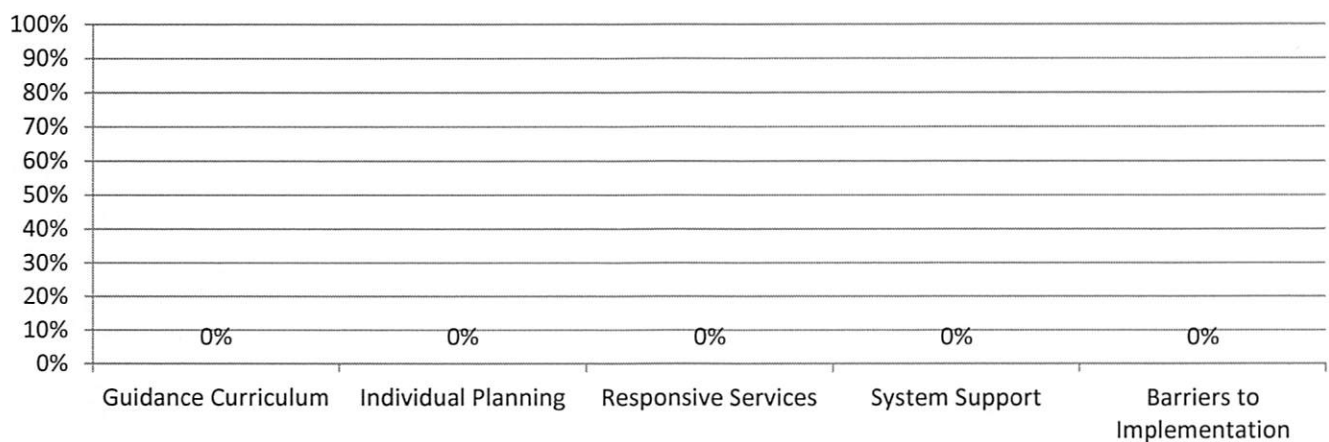
Counselor Comments

I hope to improve my efforts to help ESL families in our school that struggle to understand the services available in our community to assist their children in learning and being successful students.

Time Task Analysis

One week out of each month – September-February

Counselor Time Task Analysis Form-30 minute Block 1st Survey

[illegible]

Comprehensive Guidance and Counseling Program Component Daily Percentage Distribution

| | | | | | |
|-------------------|--|--|--|--------------|--|
| | | | | | |
| Counselor: | | | | Date: | |

McGrath data

| | Guidance | Individual Planning | Responsive Services | System Support | Non Guidance | Total # blocks/day | |
|------------|-----------------|----------------------------|----------------------------|-----------------------|---------------------|---------------------------|-----|
| Monday | | 9 | 4 | 11 | 0 | 8 | 32 |
| Tuesday | | 0 | 0 | 7 | 0 | 7 | 14 |
| Wednesday | | 0 | 4 | 17 | 0 | 13 | 34 |
| Thursday | | 3 | 3 | 26 | 0 | 0 | 34 |
| Friday | | 4 | 9 | 8 | 0 | 12 | 34 |
| Total | | 16 | 20 | 69 | 0 | 40 | 148 |
| | 16/148 | 20/148 | 69/148 | 0/148 | 40/148 | | |
| Percentage | | 11% | 14% | 47% | 0% | 27% | 99% |

Hoover data

| | Guidance | Individual Planning | Responsive Services | System Support | Non Guidance | Total # blocks/day | |
|------------|-----------------|----------------------------|----------------------------|-----------------------|---------------------|---------------------------|-----|
| Monday | | 4 | 12 | 10 | 0 | 5 | |
| Tuesday | | 2 | 12 | 12 | 3 | 3 | |
| Wednesday | | 0 | 10 | 13 | 5 | 4 | |
| Thursday | | 6 | 13 | 11 | 2 | 0 | |
| Friday | | 0 | 9 | 14 | 3 | 3 | |
| Total | | 12 | 56 | 60 | 13 | 15 | 160 |
| | 12/160 | 56/160 | 60/160 | 13/160 | 15/160 | | |
| Percentage | | 8% | 35% | 38% | 8% | 9% | 98% |

Payne data

| | Guidance | Individual Planning | Responsive Services | System Support | Non Guidance | Total # blocks/day | |
|------------|-----------------|----------------------------|----------------------------|-----------------------|---------------------|---------------------------|-----|
| Monday | | 2 | 0 | 6 | 6 | 6 | 32 |
| Tuesday | | 16 | 0 | 4 | 4 | 7 | 34 |
| Wednesday | | 11 | 1 | 15 | 15 | 3 | 35 |
| Thursday | | 0 | 0 | 7 | 7 | 2 | 14 |
| Friday | | 3 | 1 | 11 | 11 | 4 | 34 |
| Total | | 32 | 2 | 37 | 43 | 22 | 149 |
| | 32/149 | 2/149 | 37/149 | 43/149 | 22/149 | | |
| Percentage | | 21% | 1% | 25% | 29% | 15% | 91% |

Reiter data

| | Guidance | Individual Planning | Responsive Services | System Support | Non Guidance | Total # blocks/day | |
|------------|-----------------|----------------------------|----------------------------|-----------------------|---------------------|---------------------------|----|
| Monday | | 6 | 5 | 9 | 10 | 3 | 32 |
| Tuesday | | 3 | 2 | 11 | 10 | 5 | 32 |
| Wednesday | | 6 | 2 | 15 | 8 | 2 | 32 |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Total | | 15 | 9 | 26 | 28 | 10 | 96 |
| | 15/96 | 9 divided 96 | 26/96 | 28/96 | 10 divided by 96 | | |
| Percentage | | 16% | 9% | 27% | 29% | 10% | |

Hodge data

| | Guidance | Individual Planning | Responsive Services | System Support | Non Guidance | Total # blocks/day | |
|------------|-----------------|----------------------------|----------------------------|-----------------------|---------------------|---------------------------|-----|
| Monday | | 9 | 7 | 8 | 5 | 4 | 33 |
| Tuesday | | 3 | 12 | 6 | 5 | 6 | 32 |
| Wednesday | | 10 | 8 | 9 | 3 | 3 | 33 |
| Thursday | | 7 | 12 | 9 | 2 | 3 | 33 |
| Friday | | 9 | 11 | 6 | 4 | 2 | 33 |
| Total | | 38 | 50 | 30 | 19 | 18 | 164 |
| | 38/164 | 50/164 | 30/164 | 19/164 | 18/164 | | |
| Percentage | | 23% | 30% | 18% | 12% | 11% | |

Schedule for Counselor Evaluation

PD Plan- Submitted December 18

Professional School Counselor Evaluation Organizer – March 1st

Summary of Time/Task Analysis – March 1st

Why School Counselors?

Today's young people are living in an exciting time, with an increasingly diverse and mobile society, new technologies, and expanding opportunities. To help ensure that they are prepared to become the next generation of parents, workers, leaders, and citizens, every student needs support, guidance, and opportunities. Adolescents face unique and diverse challenges, both personally and developmentally, that impact academic achievement.

Meeting the Challenge

School counselors are professional educators with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. School counselors do not work in isolation; rather they are integral to the total educational program. They provide proactive leadership that engages all stakeholders in the delivery of programs and services to help the student achieve success in school. Professional school counselors align and work with the school's mission to support the academic achievement of all students as they prepare for the ever-changing world of the 21st century. This mission is accomplished through the design, development, implementation and evaluation of a comprehensive, developmental and systematic school-counseling program.

Secondary School Counselors Implement the Counseling Program by Providing:

Classroom Guidance

- Academic skills support
- Organizational, study and test-taking skills
- Post-secondary planning and application process
- Career planning
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, conflict resolution and study skills
- Career awareness and the world of work
- Substance abuse education
- Multicultural/diversity awareness

Individual Student Planning

- Goal setting
- Academic plans
- Career plans
- Problem solving
- Education in understanding of self, including strengths and weaknesses
- Transition plans

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Peer facilitation
- Consultation/collaboration
- Referrals

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation

These examples are not intended to be all-inclusive

School Counselors Collaborate with:

Parents

Academic planning/support
Post-secondary planning
Scholarship/financial search process
School-to-parent communications
School-to-work transition programs
One-on-one parent conferencing
Referral process

Students

Academic support services
Program planning
Peer education program
Peer mediation program
Crisis management
Transition programs

Teachers

Portfolio development, providing recommendations and assisting students with the post-secondary application process
Classroom guidance lessons on post-secondary planning, study skills, career development, etc.
School-to-work transition programs
Academic support, learning style assessment and education to help students succeed academically
Classroom speakers
At-risk student identification and implementation of interventions to enhance success

Administrators

School climate
Academic support interventions
Behavioral management plans
School-wide needs assessments
Data sharing
Student assistance team development

Community

Job shadowing, worked-based learning, part-time jobs, etc.
Crisis interventions
Referrals
Career education

Why Counselors?

School counseling programs are essential for students to achieve optimal personal growth, acquire positive social skills and values, set appropriate career goals and realize full academic potential to become productive, contributing members of the world community. The professional school counselor holds a master's degree and required state certification in school counseling. Maintaining certification includes on-going professional development to stay current with educational reform and challenges facing today's students. Professional association membership is encouraged as it enhances the school counselor's knowledge and effectiveness.

Exerts from ASCA website (2008)



MISSOURI CONNECTIONS HIGH SCHOOL

Your one-stop to college and career readiness!

Missouri Connections, a free web-based career system, provides comprehensive information for students developing college and career plans. It includes tools that encourage self-assessment, exploration, research, goal setting and decision-making.

Assessments & Exploration Tools

Formal Assessments

- Career Cluster Inventory
- Interest Profiler
- SKILLS
- Work Importance Locator
- Reality Check (budget creator)
- Combined Report of Assessments
- Assessment Link

Informal Assessments

- Employability Skills Survey
- Learning Styles Survey
- Entrepreneurial Career Assessment Form

Exploration Tools

- Occupation Sort
- School Sort
- Financial Aid Sort

Information Files

Occupations

- Choosing Occupations
- Career Clusters
- Occupations
- Green Jobs
- Military Occupations
- Self-Employment
- Industries

Education & Training

- Choosing a Degree or Certificate Programs
- Degree & Certificate Programs
- Choosing a School
- Missouri Schools
- US Colleges & Universities
- Paying for School
- Financial Aid
- Missouri Scholarships

Employment

- Job Success
- Job Search

Planning Tools

- Career Plan Report
- Personal Learning Plan Report
- Resume Creator
- Application Tracker
- Course Planner
- Checklists

Counselor & Educator Tools

- Printable lesson plans, PowerPoints and worksheets
- Training manuals, Career Development Framework, Quick Starts, and Tutorials



For site access and user support, contact jcoleman@motrainer.com 573.634.0043.

www.missouriconnections.org

MISSOURI CONNECTIONS JUNIOR

Start Planning Your Successful Future!

Missouri Connections has the resources middle school students need to plan for the future. The online system of career development information, assessments, and activities helps students answer the questions:

Who Am I?

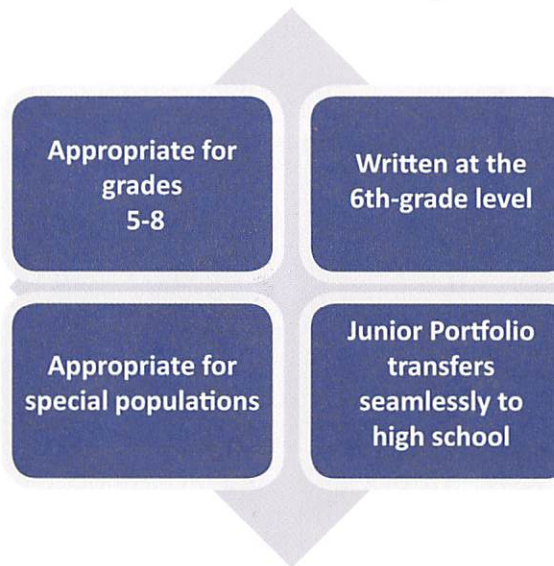
- Learn About Me
- Explore My Community
- Focus on My School and Activities
- Think About My Network

How Do I Get There?

- Develop Employability Skills
- Become a Volunteer
- Plan for High School
- Think About Life After High School

Where Am I Going?

- Career Cluster Activities
- Occupation Activities
- Learn About the Workplace
- Make Decisions
- Make Plans
- Make a Career Action Plan



SITE RESOURCES & TOOLS

Assessments

Formal Assessments

- Career Cluster Inventory
- Reality Check (budget creator)

Informal Assessments

- Employability Skills Survey
- Learning Styles Survey

Information Files


- Career Clusters
- Occupations

Planning Tools

- Career Plan Report
- Resume Creator
- Course Planner
- Checklists

Counselor & Educator Tools

- Printable lesson plans, PowerPoints and worksheets
- Training manuals, Junior Implementation Framework, Quick Starts, and Tutorials

 For site access and user support, contact jcoleman@motrainer.com 573.634.0043.

www.missouriconnections.org

Time Task Analysis

One week out of each month – September-February