New School Counselor Evaluation

Part II

Customized for use by MVR-III School District
Pending BOE Adoption on August 17, 2016

School Counseling
Missouri Department of Elementary and Secondary Education
November, 2015
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New School Counselor Evaluation Protocol

The entry into the school counseling profession is often a time of excitement and eagerness to make a positive impact in student achievement and the school community. However, there may be times when the new school counselor experiences stress related to isolation and fear of failure. Effective districts work to ensure this is not the case. The first two years of the school counselor’s career should be supported by structures and processes to ensure the success of the novice school counselor.

- The overall structure is the district’s plan for professional development of all school counselors. This plan ensures that school counselors receive what they need to be successful.
- Within the district’s plan for professional development is the induction process which ensures that school counselors are successfully introduced to and understand the expectations, priorities and culture of the school system. This includes both school counselors who are new to the district and those who have had experience in other roles in the district.
- Within the district’s induction process is the mentoring program where the novice school counselor receives two years of one-to-one support.

*For a more comprehensive description, see the Guidelines for the Probationary Period offered by the Department of Elementary and Secondary Education*

A district’s successful induction process includes an effective mentoring program and focuses on specific performance targets to ensure effective practice of the new school counselor. Typical areas of focus include:

- overview of the Missouri School Counseling Program (MSCP)
- school counseling curriculum and classroom instruction
- individual student planning
- responsive services
- system support responsibilities

Building on these important practices, the induction process continues the ongoing development of the school counselor in ways that promote success and demonstrate effectiveness. In the initial years, it is important to assess initial baseline performance data and identify personal strengths and opportunities for growth. Formal mentoring materials for 1st and 2nd year school counselors and mentors are available at [http://dese.mo.gov/college-career-readiness/guidance-counseling/counselor-mentoring-program](http://dese.mo.gov/college-career-readiness/guidance-counseling/counselor-mentoring-program).
Timeline for New School Counselor Evaluation

The school counselor’s first and second years provide many opportunities for professional growth. As a practicing school counselor, there is a professional responsibility to address all 23 quality indicators. The Growth Plan within the School Counselor Evaluation process focuses on one to three quality indicators identified as growth opportunities. These growth opportunities may be identified at specific times of the year as a part of the school counselor’s responsibilities. Baseline data can be collected on performance and outcomes, which allows the mentor to provide specific meaningful feedback to new school counselors on relevant knowledge and skills. As a result, it is possible to accomplish the following:

- The novice school counselor has a clear sense of expectations connected to specific times/events
- The mentor can offer targeted support in identified growth opportunities
- The novice school counselor has received professional development in areas of concentration
- The administrator has a clear goal of providing support and feedback multiple times throughout the year to the novice school counselor
- By the conclusion of the second year, the novice school counselor has received support, guidance, collaboration, and feedback across a broad set of expectations
A summary of quality indicators of school counselor performance are represented in the First Year and Second Year Counselor Practices tables. These tables serve as a guide to support the school counselor and enhance the mentor/protégé relationship. Both tables include specific timeframes that contain 2 to 7 quality indicators of focus. In this way, protégés are focusing on a defined set of quality indicators within each specified timeframe. The timeframes on the First Year Counselor Practices table begin with the initial time of employment, extend through the summer prior to the first day of school, and conclude with the summer following the initial year of employment. The timeframes on the Second Year Counselor Practices table begin with the summer prior to the second year and extend through the following summer. This encompasses the required two years of mentoring that is to be provided to all new school counselors.

### First Year Counselor Practices

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<thead>
<tr>
<th>Timeframe</th>
<th>MO Indicator</th>
<th>Evidence of Knowledge and Skills</th>
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<tbody>
<tr>
<td>Preparation</td>
<td>All 23 Counselor Quality Indicators</td>
<td>Developed/Assessed in coursework &amp; clinical experiences if counselor is fully certified for their assigned area</td>
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<tr>
<td>Prior to the Beginning of School &amp; 1st month</td>
<td>1.1 Human Growth and Development</td>
<td>Uses theories of career, counseling, and development to plan for classroom guidance, group, and individual counseling</td>
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<td></td>
<td>1.2 Counseling Theories and Interventions</td>
<td>Aligns activities to the district/building comprehensive guidance and counseling program plan and the annual comprehensive guidance and counseling program calendar</td>
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<td>1.3 Career Development and Planning</td>
<td>Engages with mentor to implement personnel evaluation procedures for first year counselor</td>
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<td>2.1 Comprehensive Guidance Program Components</td>
<td>Begins student/family/faculty communications</td>
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<td>2.2 Comprehensive Guidance Program Personnel and Results Evaluation</td>
<td>Understands district policies and procedures</td>
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<td>3.1 Interpersonal Skills</td>
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<td>3.2 District and School Policies</td>
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<td>First Quarter</td>
<td>1.3 Helping Relationships</td>
<td>Implements Guidance Curriculum in classrooms and small groups</td>
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<td>2.3 Technology</td>
<td>Integrates technology into program activity and management</td>
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<td></td>
<td>4.1 Comprehensive Guidance Program Leadership</td>
<td>Communicates and implements referral processes and program activities</td>
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<td>5.1 Ethical Standards</td>
<td>Implements Time/Task Analysis to assess program implementation (program evaluation data)</td>
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<td>5.2 Professional Standards</td>
<td>(program evaluation data)</td>
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<td>5.4 Legal Requirements</td>
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<tr>
<td>2nd Quarter</td>
<td>2.2 Comprehensive Guidance Program Components</td>
<td>Manages program activities effectively across all four program components</td>
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<td>2.4 Comprehensive Guidance Program Personnel and Results Evaluation</td>
<td>Initiates or reviews the district/building comprehensive guidance and counseling program’s internal improvement review (IR)</td>
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<td>3.4 School Community Involvement</td>
<td>Organizes strategies to collect student outcomes (results data)</td>
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<td>3.5 School Advocacy</td>
<td>Engages in school and community activities</td>
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<td>Mid-Year</td>
<td>Reflects on standards and feedback throughout Semester 1</td>
<td>Assesses culture, climate, data to inform student needs</td>
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<td>Engages with students/families/staff/mentor</td>
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<td>Third Quarter</td>
<td>1.5 Appraisal of Student Growth and Achievement</td>
<td>Articulates role in assessment and appraisal within the comprehensive guidance and counseling program</td>
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<td>3.2 Collaboration</td>
<td>Implements assessment to plan and monitor outcomes of interventions</td>
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<td>3.3 Consultation</td>
<td>Collaborates/Consults with others on data/events to address student needs</td>
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<td>4.1 Personal Well-Being</td>
<td>Reflects on self-care and makes necessary adjustments for well-being</td>
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<td></td>
<td>4.2 Leadership and Professionalism</td>
<td>Assesses culture, climate data to inform student success needs</td>
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<td>4.5 School Climate and Culture</td>
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<tr>
<td>Fourth Quarter</td>
<td>1.3 Helping Relationships</td>
<td>Collects survey data to assess counselor helping skills (personnel data)</td>
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<td>2.1 Structural Components</td>
<td>Reflects on impact of program resources (facilities, materials, policies, work groups, advisory council, etc.—see MCGCP Manual for full resource reflection)</td>
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<tr>
<td>End of Year</td>
<td>Reflects on standards and feedback throughout year</td>
<td>Reflect reflects on impact on student learning</td>
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<td></td>
<td>Plan for professional development/improvement</td>
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The selected quality indicators are suggested based on events that occur in a typical school year. There is flexibility to substitute quality indicators based on the unique characteristics of a particular district and/or school. The context of the community, student population and grade level assignment will influence the timing and the types of knowledge and skills needed by the school counselor. There are some generalizations that can be reasonably concluded, regardless of context. For example, knowledge and skills associated with program implementation and planning are especially relevant in the days just prior to beginning the school year. Likewise, program management and school policy, procedures, and routines are of particular significance in the first few weeks of the school year.

What is most important during this process is:

- providing support to the protégé and enhancing the mentor/protégé relationship
- ensuring that baseline data is collected on performance and outcomes for the protégé
- the protégé receives specific feedback from the mentor
- the administrator regularly interacts with the new school counselor, providing support and specific feedback

This should occur without overwhelming the school counselor, as the purpose is to provide support related to issues they are experiencing.

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>MO Indicator</th>
<th>Evidence of Knowledge and Skills</th>
</tr>
</thead>
</table>
| Prior to the Beginning of School & 1st month | 1.1 Human Growth and Development  
1.2 Counseling Theories and Interventions  
1.4 Social Cultural Diversity  
1.6 Career Development and Planning  
2.2 Comprehensive Guidance Program Components  
2.4 Comprehensive Guidance Program Personnel and Results Evaluation  
3.1 Interpersonal Skills | Uses theories of career, counseling, and development to plan for classroom guidance, group and individual counseling  
Aligns activities to the district/building comprehensive guidance and counseling program plan and the annual comprehensive guidance and counseling program calendar  
Prepares an annual plan/calendar of guidance and counseling activities  
Engages with mentor to implement personnel evaluation procedures for first-year counselor  
Begins student/family/faculty communications  
Understands district policies and procedures |
|                          | 1.3 Helping Relationships  
2.3 Technology  
4.4 Comprehensive Guidance Program Leadership  
5.1 Ethical Standards  
5.2 Professional Standards  
5.3 District and School Policies  
5.4 Legal Requirements | Implements Guidance Curriculum in classrooms and small groups  
Integrates technology into program activity and management  
Communicates and implements referral processes and program activities  
Implements Time/Task Analysis to assess program implementation (program evaluation data)  
Attends to ethical, professional, district policy and legal obligations  
Practices within scope of training consistent with district CCSP plan  
Implements Time/Task Analysis to assess program implementation (program evaluation data) |
|                          | 2.2 Comprehensive Guidance Program Components  
2.4 Comprehensive Guidance Program Personnel and Results Evaluation  
3.4 School Community Involvement  
4.3 Student Advocacy | Manages program activities effectively across all 4 program components  
Initiates or reviews the district/building comprehensive guidance and counseling program’s Internal Improvement Review (IIR)  
Organizes strategies to collect student outcomes (results data)  
Engages in school and community activities  
Assesses culture, climate, data to inform student needs  
Engages with students/families/staff/mentor |
|                          | Reflects on standards and feedback throughout Semester 1 | Adjusts practices based on data and feedback gathered from 1st semester  
Plans to maintain learning/improvement  
Plans for standards/feedback strategies for Semester 2 |
|                          | 1.5 Appraisal of Student Growth and Achievement  
3.2 Collaboration  
3.3 Consultation  
4.1 Personal Well-Being  
4.2 Leadership and Professionalism  
4.5 School Climate and Culture | Articulates role in assessment and appraisal within the comprehensive guidance and counseling program  
Implements assessment to plan and monitor outcomes of interventions  
Collaborates/Consults with others on data/events to address student needs  
Reflects on self-care and makes necessary adjustments for well-being  
Assesses culture, climate data to inform student success needs |
|                          | 1.3 Helping Relationships  
2.1 Structural Components | Collects survey data to assess counselor helping skills (personnel data)  
Reflects on impact of program resources (facilities, materials, policies, work groups, advisory council, etc.—see MGCP Manual for full resource reflection) |
| End of Year               | Reflects on standards and feedback throughout year | Reflect on impact on student learning  
Plan for professional development/improvement |
New Counselor Feedback and Evaluation Forms

First Year Counselor Practices
Mentee/Mentor Collaborative Feedback and Planning Form

Complete Prior to School Year to 1st Month  Academic Year: _______ - _______
Counselor: ____________________________  Grade Level: _______________

Standard 1.1 – Human Growth and Development
Description: The professional school counselor demonstrates knowledge of human development and personality and how these domains affect learners and applies this knowledge in his or her work with learners.

Reflection:

Standard 1.2 Counseling Theories and Interventions
Description: The professional school counselor knows and understands established and emerging counseling theories and applies knowledge of techniques and strategies for innovative and differentiated interventions.

Reflection:

Standard 1.4 Social and Cultural Diversity
Description: 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.

Reflection:

Standard 1.6 Career Development and Planning
Description: The professional school counselor demonstrates knowledge and understanding of career development and planning processes across the life span and assists all students in their career awareness, exploration, decision-making, and planning.

Reflection:

Standard 2.2 – Comprehensive guidance program Components
Description: 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.

Reflection:

Standard 2.4 Comprehensive guidance program, Personnel, and Results Evaluation
Description: The professional school counselor knows, understands, and uses comprehensive guidance program, personnel, and results evaluation procedures to plan, design, implement, evaluate and enhance a comprehensive guidance and counseling program.

Reflection:

Standards 3.1 – Interpersonal Skills
Description: 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 and supportive of the academic, career, and personal/social success of all students.

This information and data is used by the evaluator/administrator to complete the Summative Evaluation Form.

There is a series of New Counselor Feedback Forms aligned to the 7 timeframes that collectively create the process for gathering baseline data and directing meaningful feedback between the protégé and mentor. There is a feedback form for the first year counselor and a separate form for the second year counselor to coincide with the 1st and 2nd year practice documents. Each form specifically lists the quality indicators for the specified timeframe. Each quality indicator includes a general description referencing the evidence of knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed quality indicators. The protégé and mentor should discuss the specific quality indicators and the relevance for what is currently happening in the school year. This reflection captures potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations, and any other data or information relevant to the new counselor’s performance observed or gathered throughout the year.

As discussion and feedback are generated to determine protégé performance, it is important for the mentor and protégé to utilize the relevant standards from the Counselor Growth Guide to help the protégé set goals for future evaluation periods.
The first two pages of the summative evaluation form provide both an overview of the effectiveness of the new counselor looking across all five standards as well as a focused view with regard to the specific quality indicators selected for the annual evaluation.

- Assessing the counselor’s performance across all counseling standards
  Note: Each standard is listed, and for each standard three rating categories are provided- Meets Expectation, Growth Opportunity, and Area of Concern. Within each of the three rating category boxes, there is a dropdown menu. The dropdown menu includes a listing of each quality indicator within the corresponding standard. The menu allows for the selection of one or multiple quality indicators as well as the options of All or None. A description of the three rating categories is provided:
  - **Meets Expectation** – selecting this box for a standard indicates that performance in this area meets the expectation of the administrator/district at the present time
  - **Growth Opportunity** – selecting this box for a standard might possibly result in quality indicator/indicators from the dropdown menu being selected in the following year as an opportunity for growth and documented in the next year’s Counselor Growth Plan
  - **Area of Concern** – selecting this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment

Note: The comment space provided at the bottom of each of the three standard rating category boxes provides opportunity to offer the rationale for the rating as well as to note exemplary performance for the particular standard.
The third page of the Summative Evaluation Form provides an overall rating for the new counselor. This section is completed as follows:

1. **Years in Position** – determine if this is the first or second year the counselor has been in the current evaluated position (Note: the purpose for “in position” is to allow for reassignment of counselors to different grade levels/positions without adversely affecting performance ratings)

2. Select one of the effectiveness ratings based on the following criteria:
   a. **Ineffective Rating**
      i. Multiple areas of concern across the 5 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   b. **Minimally Effective Rating**
      i. 1 area of concern across the 5 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   c. **Effective Rating**
      i. No areas of concern across the 5 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   d. **Highly Effective Rating**
      i. No areas of concern across the 5 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range

   e. Complete the comments section and the recommendation for employment
## Timeline for Completion of the New School Counselor Evaluation Protocol

### 1st Year for the New Counselor

<table>
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<tr>
<th>Suggested Indicators of Focus</th>
<th>Prior to School &amp; during 1st Month</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Mid-Year</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
<th>By March 15</th>
<th>End of the Year</th>
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### 2nd Year for the New Counselor

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<tr>
<th>Suggested Indicators of Focus</th>
<th>Prior to School &amp; during 1st Month</th>
<th>First Quarter</th>
<th>Second Quarter</th>
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*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.*