

Educator Performance Improvement Cycle (EPIC) School Counselor

The Platte County School District School Counselor Evaluation System



2017-2018

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The Platte County R-3 School District Board of Education is committed to maintaining a workplace and educational environment that is free from discrimination and harassment in admission or access to, or treatment or employment in, its programs, services, activities and facilities, and provides equal access to the Boy Scouts and other designated youth groups. In accordance with law, the district strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law.

The Platte County R-3 School District is an equal opportunity employer.

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PURPOSE

The purpose of the Platte County EPIC model is to provide a collaborative process for school counselors and administrators to have meaningful dialogue to enhance professional growth and to ensure student achievement.

BACKGROUND

The School Counselor version of EPIC was developed to address the unique job duties and skills of the school counselor. This tool is meant to create the platform for meaningful dialogue between administrator and school counselor, and to enhance professional growth as well as ensure student achievement. This tool was a collaborative effort, with the team using the PCR-3 Educator EPIC and Missouri's School Counselor Growth Guide as starting points.



Committee Members

Members of the committee who created the EPIC School Counselor model are:

Dr. Jen Beutel
Rebecca Brandt
Dana Christie
Geoff Heckman

Judy Higgins
Lesia Levi
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Guiding Principles

VISION

Building learners of tomorrow...

MISSION

To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.

VALUES

*Integrity • Innovation • Collaboration • Results Oriented
Student-Focused • High Expectations • Visionary Leadership*



PRINCIPLES OF LEARNING

All students can learn.

Student learning is a process.

Each student's personal best looks different.

Students can learn from taking risks and making mistakes.

Students learn at different rates, times, and in different ways.

Timely student feedback is essential for high levels of learning.

Students should set goals and be able to track their own learning.

Positive student-teacher relationships are necessary for student success.

Core Competency

The systematic continuous improvement of teaching and learning.



Six Essential Principles

These principles will be referenced throughout the Platte County School Counselor EPIC model.



Board of Education Policy

The Board of Education requires a comprehensive, performance-based evaluation for each staff member it employs to ensure high-quality performance that improves student achievement and enhances the instructional programs of the district. The primary reason for a performance-based evaluation is to facilitate and improve employee performance and instruction to enhance student learning. An effective evaluation system should identify areas of teaching strength and weakness and provide direction for maintaining and improving skills through professional staff development activities. The secondary purpose is to determine whether performance meets the degree of competency required for continued employment.

The school counselor evaluation instrument must minimally reflect the standards listed in Board Policy GCN and meet the Essential Principles of Effective Evaluation as adopted by the State Board.



PILLARS AND QUALITY INDICATORS

Originally the committee examined the nine standards and thirty six indicators provided within the district EPIC model. In the end, the committee decided to combine the nine standards into five “Platte County Pillars” that would provide the framework of emphasis within the new system. The Pillars, or themes, that were created were; Classroom Climate, Instructional Design, Instructional Delivery, Student Growth/Data Analysis, and Professionalism. These standards have associated indicators, which provide a clear description of what is expected within each professional pillar. Our committee combined several of the EPIC model indicators and reduced the total number to twenty, which are spread throughout the five professional pillars.

Differentiated
Performance
Levels



PILLARS AND QUALITY INDICATORS-LIST

Pillars and Quality Indicators		
Pillar	Quality Indicators	Reference Code
Pillar 1: Classroom Climate	Quality Indicator 1: Diverse social and cultural perspectives Quality Indicator 2: Classroom management techniques ** Quality Indicator 3: Management of time, space, transitions, activities and student groupings Quality Indicator 4: Group Guidance	P1Q1 P1Q2 P1Q3 P1Q4
Pillar 2: Instructional Design	Quality Indicator 1: Content knowledge and academic language ** Quality Indicator 2: Instructional goals and differentiated instructional strategies ** Quality Indicator 3: Theory of learning Quality Indicator 4: Student learning, growth and development	P2Q1 P2Q2 P2Q3 P2Q4
Pillar 3: Instructional Delivery	Quality Indicator 2: Implementation of curriculum standards	P3Q2
Pillar 4: Student Growth / Data Analysis	Quality Indicator 1: Cognitive, social, emotional and physical development ** Quality Indicator 2: Student goals ** Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning **	P4Q1 P4Q2 P4Q3
Pillar 5: Professionalism	Quality Indicator 1: Collaborative data analysis Quality Indicator 2: Self-assessment and improvement for professional learning Quality Indicator 3: Professional commitments responsibilities and ethical practices Quality Indicator 4: Induction and collegial activities Quality Indicator 5: Collaborating to meet student needs Quality Indicator 6: Cooperative partnerships in support of student learning	P5Q1 P5Q2 P5Q3 P5Q4 P5Q5 P5Q6

** indicates Power Quality Indicators (defined in the next section)



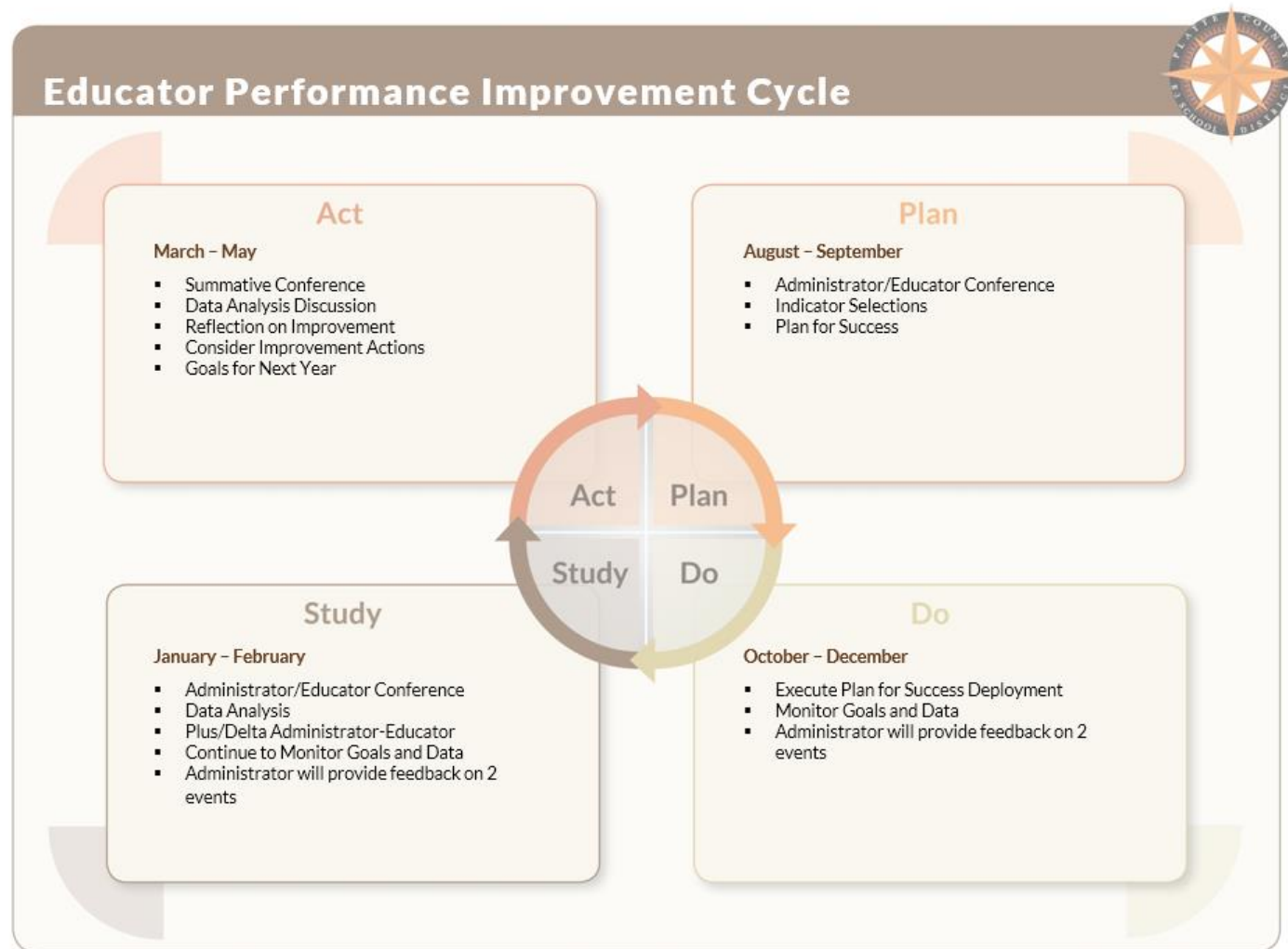
POWER INDICATORS

The following pillars and quality indicators are identified as having the greatest leverage and potential impact in terms of school counseling practices leading to high levels of learning. This determination was based on correlation of Missouri Standards and Indicators to the research of Dr. John Hattie and Dr. Robert Marzano.

Power Indicators		
Pillar	Power Indicators	Reference Code
Pillar 1: Classroom Climate	Quality Indicator 2: Classroom management techniques **	P1Q2
Pillar 2: Instructional Design	Quality Indicator 1: Content knowledge and academic language **	P2Q1
	Quality Indicator 2: Instructional goals and differentiated instructional strategies **	P2Q2
Pillar 4: Student Growth / Data Analysis	Quality Indicator 1: Cognitive, social, emotional and physical development **	P4Q1
	Quality Indicator 2: Student goals **	P4Q2
	Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning **	P4Q3

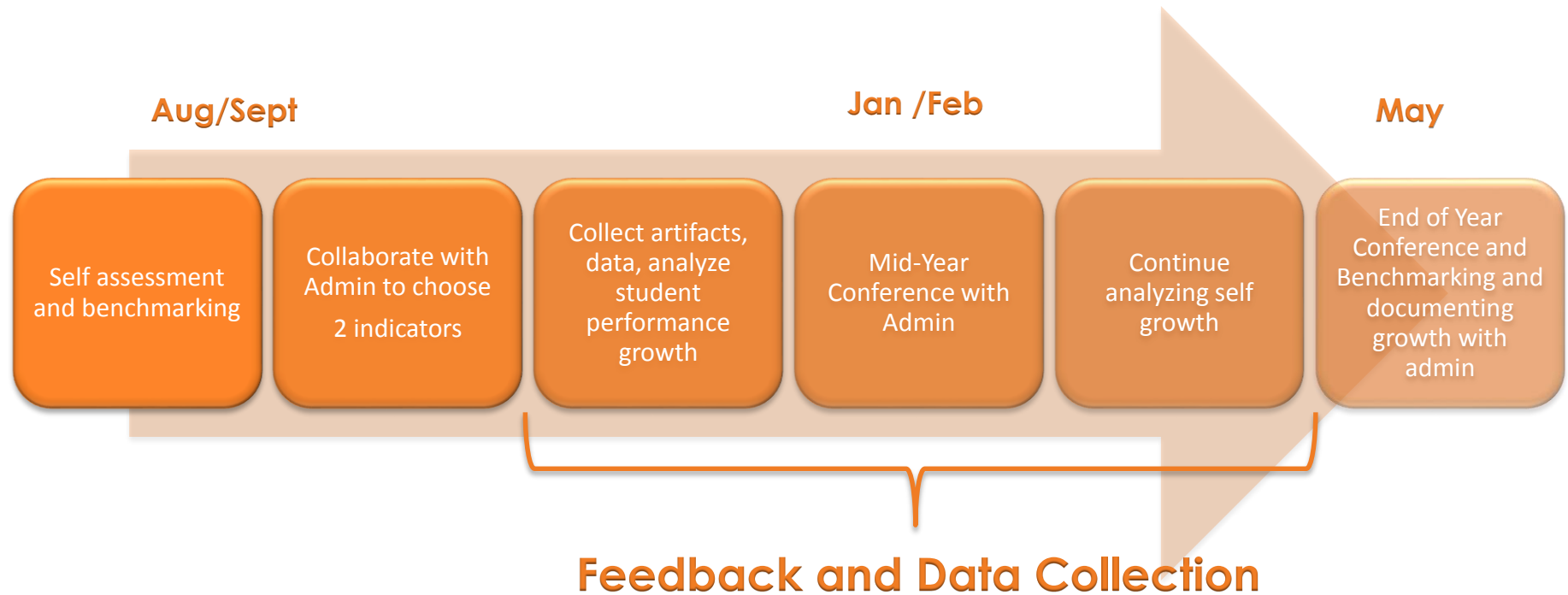


EPIC PROCESS



ESSENTIAL STEPS OF EPIC PROCESS

Educators will be asked to select two indicators to work on throughout a given year. Educators will meet with their building administrator(s) to discuss the purpose of the selected indicators and what data they will be collecting to provide evidence of growth throughout a given year. Planned formal observations have been replaced with opportunities for feedback, performed throughout the year by administrators. This model embraces targeted goal setting, data collection and self-reflection, and focuses on the improvement of collaboration to positively impact student learning.



EDUCATOR WORKSHEETS

The following are resources to aid in walking an educator through the improvement cycle in one year's time.

- Instructional Feedback
- Meeting Feedback
- General Feedback
- Indicator Feedback

SEE BELOW PLAN FOR SUCCESS EXAMPLE.



PLAN FOR SUCCESS

School Counselor: _____

Goal #1: What would you like to improve about your current instructional practices to improve student learning?

Level to level transition and transition during the school year can negatively impact student acclimation to a new building. One of the process improvement actions for the Counseling team, district-wide, is to develop processes that assist students and their families in transitioning to new buildings, both at the beginning of the year and move ins during the year. I would like to develop and implement our building-level transition approach in alignment with the overall district plan. This plan would encompass processes for students new to the building at the beginning of the year.

Indicator #1: 5.5: Collaborating to Meet Student Needs

Plan: What does that data tell us about current student performance? (ex. trend data from previous year, pre-test of current year, etc.)

Last year, our building had 55 students move in at the beginning and during the school year. They are distributed across grade levels in this way:

K: 9 1st: 7 2nd: 6 3rd: 8 4th: 11 5th: 14

Several of the new students are connected through the military and 5 are designated homeless.

Plan: Why did you choose this indicator? How will this indicator impact your work?

Meeting the needs of students new to our building is a part of our overall mission and effective transition is a team goal, as well as a part of a safe and caring environment. Developing relationships with new students and families should assist them in acclimating to the district and will allow our building team to quickly assess any needs we may be able to align resources quickly and effectively.



Do: What action steps will you take to improve student learning?

1. View new student file folder within a week and contact current classroom teacher with any academic, personal, and social concerns.
2. Follow up with sending school if there are any inconsistencies or questions.
3. Develop a needs assessment for new students transitioning to a new school. Using a Likert scale, I will measure new students' comfort levels initially and after two months.
4. Develop a feedback questionnaire for new students and families regarding needed improvements for future students.
5. Engage a group of new students to serve as a focus group, pairing new students with current students to build relationships.
6. Develop and implement a "Transition Process" to orient new students to our building, focusing on how to do certain things as well as our building's culture and unique aspects.
7. If students are struggling, ensure they are set up for a Student Success Team meeting to address root causes.
8. Conduct a survey regarding the needs of teachers when receiving a new student in order to create a new student process and checklist.

Do: How will you know that your students have achieved? (ex. What assessment will be used? How will you know they will be proficient?)

The Likert Scale will provide data to determine if the transition process is correctly aligned as well as efficiently executed. Feedback from families through the survey will also assist me in understanding which needs may remain unmet. I will also analyze STAR Math and STAR Reading scores to check student growth over time. If we've successfully transitioned new students to the building, their achievement should generally keep pace.



Employee and supervisor select appropriate rating based on current practice and description found within the quality indicators of the rubric. They discuss action steps designed to improve score.

Scoring Rubric 1.2							
Evidence of Commitment							
Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Engages in techniques to manage behavior in the classroom			Techniques address misbehavior promptly and positively allowing instruction to continue		Demonstrates adaptations to techniques to address unique student behaviors		Serves as a resource to other colleagues on effective classroom management
*Routines established with no consistency *Reactive and consequence based behavior management *School counselor driven with little student ownership over classroom environment			*Classroom supports are established, but students lack understanding *Few management tools used *Reactive vs. Proactive *Minimal positive reinforcement used *Works with students to develop some classroom rules and/or procedures		*Classroom supports are established and understood by all students *Adapts management to meet student needs *Proactive vs. Reactive *Engage students in the development of a positive classroom environment		*Models, coaches, and shares with colleagues' strategy to address student behaviors. *Self reflects on effectiveness *Gathers and implements new research based strategies *Parent/community feedback is utilized to improve classroom management
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Student misbehavior is addressed			Student misbehavior is addressed promptly and positively allowing instruction to continue		Unique misbehaviors are addressed promptly and positively allowing student learning to continue		Colleagues improve their use of classroom management techniques
*Student responds to school counselor prompts *Classroom routines are developing			*Student collaborate with school counselor to create classroom expectations *Students feel safe and cared for		*Students are encouraged to take risks in their own learning *Students are engaged in instruction with little disruption due to behavior *Student feedback is utilized to improve classroom environment		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7



MIDYEAR EVALUATION – PLUS DELTA

Study

Mid-Year Evaluation – Plus/Delta	
Plus	Delta
<p>December/January I contacted new student families by phone to get their feedback on what needs to be improved with the transition of coming to a new school. Families were very receptive and appreciative of the phone call. Mostly positive feedback from families. Great office, welcoming, transition smooth, kids like school, everyone at school night.</p> <p>I met with a focus group of new students to do a plus/delta on being new students. (See picture evidence)</p> <p>I conferenced with teachers/email teachers regarding new student's academic, behavioral, and social information. Met with some teachers one on one, spoke to some teachers on the phone and emailed some teachers dependent on their preference.</p> <p>Created a new student tour checklist. (See evidence)</p>	<p>Student Focus Group Information is easier for Second through Fifth graders to give input versus Kindergarten and First Graders.</p> <p>Still need to collect specific feedback from teacher.</p>

END OF YEAR EVALUATION

Study: What does your data tell you? Specifically name the data and the results you obtained during the improvement cycle. In addition, you can attach data collection as necessary.

Based on teacher feedback, the data shows that we need to improve the SST process. It felt rushed during their first meeting and needed more time. It was suggested that we have meetings only in the am versus pm.



Employee and supervisor select appropriate rating based on current practice and description found within the quality indicators of the rubric. They discuss action steps designed to improve score.

Scoring Rubric 1.2							
Evidence of Commitment							
Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Engages in techniques to manage behavior in the classroom			Techniques address misbehavior promptly and positively allowing instruction to continue		Demonstrates adaptations to techniques to address unique student behaviors		Serves as a resource to other colleagues on effective classroom management
*Routines established with no consistency *Reactive and consequence based behavior management *School counselor driven with little student ownership over classroom environment			*Classroom supports are established, but students lack understanding *Few management tools used *Reactive vs. Proactive *Minimal positive reinforcement used *Works with students to develop some classroom rules and/or procedures		*Classroom supports are established and understood by all students *Adapts management to meet student needs *Proactive vs. Reactive *Engage students in the development of a positive classroom environment		*Models, coaches, and shares with colleagues' strategy to address student behaviors. *Self reflects on effectiveness *Gathers and implements new research based strategies *Parent/community feedback is utilized to improve classroom management
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Student misbehavior is addressed			Student misbehavior is addressed promptly and positively allowing instruction to continue		Unique misbehaviors are addressed promptly and positively allowing student learning to continue		Colleagues improve their use of classroom management techniques
*Student responds to school counselor prompts *Classroom routines are developing			*Student collaborate with school counselor to create classroom expectations *Students feel safe and cared for		*Students are encouraged to take risks in their own learning *Students are engaged in instruction with little disruption due to behavior *Student feedback is utilized to improve classroom environment		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7



END OF YEAR EVALUATION

Act: How will positive results be sustained?

Our SST team is taking this data and will be improving the process of the SST system for 2017-2018. At the beginning of 2017, I would like to meet with each grade level on our specific guidelines for referring a student. I believe next year will be better than this year with our new improvements. I would like to provide a checklist of strategies for our teachers to have at the beginning of the year. This would also allow us to know what strategies they have tried and what was successful/unsuccessful.

Future Indicator Planning: What were you most proud of? What would you do differently next year?

Next year, I would like to continue to focus on improving our building SST process. I will do this under P5Q5. I would also like to begin to work on enhancing the classroom, school and community climate, P1Q4. I would like to do this through innovations teams and classroom counseling sessions.



PILLAR 1: CLIMATE

Quality Indicator 1: Diverse social and cultural perspectives

The school counselor understands the central concepts of large group lessons and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor...</p> <p>Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias.</p>	<p>The developing school counselor also...</p> <p>Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.</p>	<p>The proficient school counselor also...</p> <p>Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.</p>	<p>The distinguished school counselor also...</p> <p>Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.</p>

Classroom Climate



Scoring Rubric 1.1							
Evidence of Commitment							
Reviews lesson plans to identify areas of potential bias			Eliminates bias in lesson designs and learning objectives		Conduct reviews and research to build background knowledge and a variety of perspectives		Lesson designs and learning objectives exhibit a variety of perspectives
Not Evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
*Demonstrates importance and appreciation of a variety of perspectives			*Instructional activities include global perspectives and/or critical examination of bias		*Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		*Instructional strategies and learning activities include students addressing real-world problems *Instructional strategies include a variety of tools and relevant resources within the content develop solution to problems
*Awareness for cultural and social perspectives			*Awareness for cultural and social perspectives incorporated with classroom lessons		*Differentiation of instruction based on learners social and cultural perspectives *Flexible grouping is intentional		*Integrated, interdisciplinary sources, variety of formats *Grouping based on student self-assessment/choice
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
*Student understanding of local and global issues surrounding disciplinary content expands			*Students' ability increases to develop balanced, diverse social and cultural perspectives		*Students engage in questioning and challenging of conventional assumptions and standard approaches		*Students address real-world problems related to the discipline that improve their community and/or world
*Awareness, without empathy of diversity			*Awareness of diversity with empathy		*Students develop empathetic view based on diverse perspectives of a real-world issue evidenced in artifacts, presentations, etc.		*Students are engaged with their community in solving real world issues.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 1: CLIMATE

Quality Indicator 2: Classroom management techniques

The school counselor uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation in large group guidance.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</p>	<p>The developing school counselor also...</p> <p>Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</p>	<p>The proficient school counselor also...</p> <p>Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.</p>	<p>The distinguished school counselor also...</p> <p>Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.</p>

Classroom Climate



Scoring Rubric 1.2

Evidence of Commitment

Classroom management and supports effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

*Engages in techniques to manage behavior in the classroom			*Techniques address misbehavior promptly and positively allowing instruction to continue		*Demonstrates adaptations to techniques to address unique student behaviors		*Serves as a resource to other colleagues on effective classroom management
*Routines established with no consistency *Reactive and consequence based behavior management *School counselor driven with little student ownership over classroom environment			*Classroom supports are established, but students lack understanding *Few management tools used *Reactive vs. Proactive *Minimal positive reinforcement used *Works with students to develop some classroom rules and/or procedures		*Classroom supports are established and understood by all students. *Adapts management to meet student needs * Proactive vs. Reactive * Engage students in the development of a positive classroom environment		*Models, coaches, and shares with colleagues' strategy to address student behaviors. *Self reflects on effectiveness *Gathers and implements new research based strategies. *Parent/community feedback is utilized to improve classroom management.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

*Student misbehavior is addressed			*Student misbehavior is addressed promptly and positively allowing instruction to continue		*Unique misbehaviors are addressed promptly and positively allowing student learning to continue		*Colleagues improve their use of classroom management techniques
*Student responds to school counselor prompts *Classroom routines are developing			*Students collaborate with school counselor to create classroom expectations *Students feel safe and cared for		*Students are encouraged to take risks in their own learning *Students are engaged in instruction with little disruption due to behavior *Student feedback is utilized to improve classroom environment		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 1: CLASSROOM CLIMATE

Quality Indicator 3: Management of time, space, transitions, activities and student groupings

The school counselor uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation in large group guidance.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor</p> <p>Manages time, space, transitions, and activities in their groups.</p>	<p>The developing school counselor also...</p> <p>Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.</p>	<p>The proficient school counselor also...</p> <p>Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>	<p>The distinguished school counselor also...</p> <p>Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>

Classroom Climate



Scoring Rubric 1.3

Evidence of Commitment							
Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input share and model for colleagues
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Practice							
Demonstrates a basic awareness of the value of managing time, space, transitions, student groupings and activities.			Maintains student engagement by effectively managing time, space, transitions, and activities		Engagement data indicates a strong impact from the management of time, space, transitions and activities		Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities
					Effectively manages time, space, purposeful transitions and student groupings to promote high levels of productivity.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Evidence of Impact							
Students are generally engaged with the school counselor's classroom management strategies			Students are engaged and respond to the school counselor's effective management of time, space, groupings, transitions, and activities		Students are engaged and demonstrate of self-direction and control		Colleagues improve their own management of time, space, transitions, and activities
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 1: CLIMATE

Quality Indicator 4: Group Guidance

The school counselor uses an understanding of individual/group motivation and behavior to create a counseling environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor</p> <p>Builds awareness of the culture of the school and community in order to influence student relationships and build an effective environment.</p>	<p>The developing school counselor also...</p> <p>Develops a positive culture in the school to positively affect student relationships and learning.</p>	<p>The proficient school counselor also...</p> <p>Maintains and enhances a positive culture in the school, creating an environment which promotes positive student relationships and learning.</p>	<p>The distinguished school counselor also...</p> <p>Actively engages students in discussing and evaluating the culture of the school and community to positively impact relationships and learning.</p>

Classroom Climate



Scoring Rubric 1.4

Evidence of Commitment

Evidence of achievement							
Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Engages in practices to learn the culture of the school and community			Positively affects student relationships and learning by using strategies that promote a positive culture		Demonstrates efforts to build a positive school culture that results in an environment conducive to learning for all students		Engages students in participating in forming the environment based on the culture of the school and community	
Basic knowledge of school and community			Use of specific strategies to positively affect student relationships and learning *Proactive					
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently	
0	1	2	3	4	5	6	7	

Evidence of Impact

The environment is structured to build positive student relationships and culture			The learning environment encourages positive student relationships and mutual respect to enhance learning		The culture of the learning environment is characterized by positive student relationships and mutual respect that impacts student learning		Students discuss and evaluate the culture of the school and community and their impact on relationships and learning
							Students take ownership, discuss, evaluate and push for change
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 1: Content knowledge and academic language

The school counselor understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor...</p> <p>Knows and can demonstrate depth of content knowledge and communicates the meaning of academic language.</p>	<p>The developing school counselor also...</p> <p>Delivers accurate content by using supplemental resources and academic language into learning activities.</p>	<p>The proficient school counselor also...</p> <p>Incorporates new information into instructional units and lessons by displaying knowledge of the important concepts of the content</p>	<p>The distinguished school counselor also...</p> <p>Has mastery of subject matter and continually incorporates new research-based content knowledge into instruction.</p>

Instructional Design



Scoring Rubric 2.1

Evidence of Commitment

Group work			Use of supplemental primary sources that are aligned to local standards		Stays current on new content and incorporates it into sessions		Continually expands knowledge base on content and infuses into content
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Counseling reflects accuracy of content knowledge...			Counseling indicates an appreciation of the complexity and ever evolving nature of the content...		Focus is on the most important concepts of the content and includes new content as appropriate...		Continually seeks out new information and applies it to learning groups...
*Group work *Provides counseling vocabulary *Limited student engagement			*Purposeful grouping *Reviews counseling vocabulary *Majority of students are engaged		*Clear learning expectations for students *Use of counseling vocabulary *Encouraging student responsibility *High student engagement *Relevancy of content *Builds on student background knowledge		Facilitates student actions to address relevant real world issues from various perspectives
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students are generally familiar and can recognize counseling language			Students are able to use counseling language		Students accurately use counseling language related to their discipline		Students communicate effectively using counseling language from a variety of sources
Students are aware of the learning objective			Students can explain the learning objective		*Student growth data *Student can identify the relevancy of the learning objective		Student takes initiative to apply to new learning
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 2: Instructional goals and differentiated instructional strategies

The school counselor recognizes the importance of long-range planning and curriculum development. The school counselor develops, implements, and evaluates curriculum based upon student, district and state standards data.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Differentiates instruction strategies and activities to address student learning needs in meeting the objectives of the curriculum.</p>	<p>The developing school counselor also...</p> <p>Implements differentiated instructional strategies, activities and content to meet student needs and enhance learning</p>	<p>The proficient school counselor also...</p> <p>Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.</p>	<p>The distinguished school counselor also...</p> <p>Leads colleagues in collaboration to evaluate the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student work in order to adjust instructional goals, time and individual strategies to meet students' needs and enhance learning.</p>

Instructional Design



Scoring Rubric 2.2

Evidence of Commitment

Lesson plans are consistent with best-practice and foundational and current learning theories			Uses best practices and current learning theories to design instruction aimed at fostering learning in every student		Uses emerging research to design instruction likely to produce learning for every student		Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Alignment exists between instruction that is planned and instruction that is delivered			Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs		Delivers research based instruction consistently and effectively to produce student learning growth.		Offers presentations, acts as a resource and/or mentors new school counselor on using theories of learning in the classroom
*Lessons are planned and delivered based on <i>Missouri Comprehensive Guidance Program</i> . *Attends required PD			*Lessons are created & determined with research based strategies and individual needs. *PD – District provided *Attends 2-day School Counselor PD		*PD – collaborative with team or administration *Uses formative and summative assessment to guide instruction		*Continuously researches and implements new strategies to share with colleagues (i.e. conferences) (PD) – self-selected *Mentor/resources to other staff *Creates new ideas and strategies
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students receive instruction based on effective planning			Students individual learning needs are addressed		Student learning gains increase as a result of the school counselor's effective instruction		Student learning increases based on increased knowledge gained by instructor Students teach other students strategies
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 3: Theory of Learning

The school counselor understands how students learn, develop and differ in their approaches to learning. The school counselor provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor...</p> <p>Applies theories of learning to create well-planned and delivered instruction.</p>	<p>The developing school counselor also...</p> <p>Implements research-based instruction focused on production of learning for individual students.</p>	<p>The proficient school counselor also...</p> <p>Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.</p>	<p>The distinguished counselor also...</p> <p>Continuously modifies instruction based on his/her own emerging research and shares effective practices and modifications with colleagues.</p>

Instructional Design



Scoring Rubric 2.3

Evidence of Commitment

Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards			Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards		Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards		Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Utilization of small groups			Differentiates student work		School counselor facilitates flexible groupings based on individual skills or proficiencies		Facilitates systematic processes that lead to collaborative discussion
*Utilization of small groups **Differentiates student work *Differentiated levels of school counselor support			*Differentiates student work *Differentiated levels of School Counselor support		School counselor facilitates flexible groupings based on individual skills or proficiencies		Models, observes and provides feedback on differentiated instructional practices.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

School counselor tracking progress of individual student learning toward the learning objective			Student tracking individual progress toward learning objective		Student can articulate strengths and misconceptions in relation to the learning objective		Students peer coaching to aid in individual growth
					Student identifies strategies to improve		Collaboration results in student growth across grade level, content teams, etc.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 2: INSTRUCTIONAL DESIGN

Quality Indicator 4: Student Learning, Growth and Development

The school counselor understands how students learn, develop and differ in their approaches to learning. The school counselor provides learning opportunities that are adapted to diverse learners and support the academic, social and emotional development of all students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Delivers a variety of activities that address students' prior experiences, multiple intelligences, strengths and needs</p>	<p>The developing school counselor also...</p> <p>Creates and delivers activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.</p>	<p>The proficient school counselor also...</p> <p>Adapts strategies to meet individual student needs based on data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.</p>	<p>The distinguished school counselor also...</p> <p>Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.</p>

Instructional Design



Scoring Rubric 2.4

Evidence of Commitment

Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs			Lessons indicate an understanding of individual student traits and prior experiences		Modifies activities as needed to help students become more successful learners		Plans instruction that will engage and advance each student in her/her learning and development
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs			Activities highlight and build off students individual characteristics traits and prior experiences		Data is maintained to confirm that students are moving forward		Activities involve every student in the advancement of his/her own learning
*Activities acknowledge prior student experience			*Activities connect instruction to individual student experiences and needs		*Modify activities based on student experiences and knowledge *Use students personal experiences to support learning *Allows for choices to foster multiple intelligences		*Through collaboration acquires, shares & develops strategies to actively involve students and their experiences *Application/student choice
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students know the way they think and learn is considered and addressed			Students can explain connections between their prior knowledge and current situation		Students use prior knowledge to predict new outcome and increase their knowledge and skill		Students are excited about learning, use prior knowledge connect with new information to raise questions, make inferences, and draw new conclusions
*Students can recall previous knowledge *School counselor led learning experience			* School counselor designs and implements student need-based interventions		*Students understand and can reflect, predict & change their own learning		*Students choose their own platform for showing what they know *Students are able to apply their optimal learning strategies independently.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 3: INSTRUCTIONAL DELIVERY

Quality Indicator 2: Implementation of curriculum standards

The school counselor recognizes the importance of long-range planning and curriculum development. The school counselor develops, implements, and evaluates curriculum based upon student, district and state standards data.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor...</p> <p>Makes informed decisions about instructional objects aligned to district mapping and pacing guides.</p>	<p>The developing school counselor also...</p> <p>Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.</p>	<p>The proficient school counselor also...</p> <p>Uses district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.</p>	<p>The distinguished school counselor also...</p> <p>Demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.</p>

Instructional Delivery



Scoring Rubric 3.2

Evidence of Commitment

Selects and creates learning experiences that are appropriate for district curriculum and assessments			Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards		Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction		Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities			Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments		Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction		Facilitating formal and informal collegial support activities including curriculum and review committees
*Makes informed decisions about instructional resources aligned to district mapping and pacing guides *Basic knowledge of content topics			*Makes informed decisions about instructional resources and instructs using multiple delivery methods		*Deepens knowledge of scope and sequence and rigor and relevance framework as applies to curriculum		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

*Observations/examples of student learning needs being met			*Data trends show student learning needs being met		*Informed decisions being made based on data results and individual growth being shown		Through the work of a data team identifying misconceptions and tracking data for targeted student instruction
							*Teach or lead others through data cycles *Apply data cycles in more than what is required
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 1: Cognitive, social, emotional and physical development

The school counselor understands how students learn, develop and differ in their approaches to learning. The school counselor provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Knows how to address developmental factors when making counseling decisions.</p>	<p>The developing school counselor also...</p> <p>Applies understanding of child/adolescent growth and development markers to implement counselors that fosters development in students.</p>	<p>The proficient school counselor also...</p> <p>Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.</p>	<p>The distinguished school counselor also...</p> <p>Models and shares colleagues an effective, methods that assesses individual performance, identification of needs promoting individual advancement in each domain.</p>

Student Growth/Data Analysis



Scoring Rubric 4.1

Evidence of Commitment

Designs intervention with a basic understanding of developmental factors			Knows and can apply theories of learner growth		Monitors and charts learner progress toward goals		Provides resources to assist colleagues in their understanding of developmental theories
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Intervention decisions are based on an understanding of how students develop			Examples or research on models of growth and development are used as a resource to guide intervention decisions		Assessment is accurate and timely regarding individual status and progress and informs decisions on learning activities		Is able to act as a resource to other colleagues in using models of growth and development to guide invention
*Basic knowledge of student goal setting *Knowledge of safe and caring environment			*Modifies counseling based on determined need. *Facilitates student goal setting Creates a safe and caring environment		*Modifies intervention using data to make informed decisions *Students help facilitate safe/caring environment		*Modifies intervention using data to make informed decisions *Students help facilitate safe/caring environment
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Developmental factors specific to students are recognized			Students development increases as a result of school counselor's use of theories as a resource		Students' progress to the next level of development as a result of school counselor's use of assessment		Students advance in each domain as a result of their individual needs being assessed and intervention being planned accordingly
* School counselor initiated goal setting * School counselor developed expectations			Students track own data		*Students track and use data *Students have detailed conversations with school counselor(s) about goal setting and formative/summative assessment data *Students developed mission statements, expectations		Students use goal setting independently for personal growth
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 2: Student goals

The school counselor understands how students learn, develop and differ in their approaches to learning. The school counselor provides counseling opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Facilitates students' understanding of taking personal responsibility for their own learning.</p>	<p>The developing school counselor also...</p> <p>Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.</p>	<p>The proficient school counselor also...</p> <p>Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.</p>	<p>The distinguished school counselor also...</p> <p>Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.</p>

Student Growth/Data Analysis



Scoring Rubric 4.2

Evidence of Commitment

Designs intervention with a basic understanding of developmental factors			Knows and can apply theories of child/adolescent growth		Monitors and charts learner progress toward goals		Maintains resources to assist colleagues in their understanding of developmental theories
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

School counselor demonstrates knowledge of student background and ability			School counselor guides student to set goals for their growth & academic learning (i.e. student choice, teacher support)		School counselor conferences with students to refine their goals		Facilitates learning activities requiring student control of their own learning
							Students are empowered to change their learning through reflection of goals & evidence
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students demonstrate basic responsibility based on clear expectations			Students demonstrate responsibility by setting personal goals		Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning		Students work productively and cooperatively with each other to achieve learning goals
School counselor gathers information (Pre/Post Assessment Knowledge, etc.)			School counselor guides student to set goals for their growth & learning (i.e. student choice, teacher support)		Students articulate the reasoning for their outcome		*Students establish a plan to impact their outcomes *Students are able to assist peers in goal setting
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Average Score:



PILLAR 4: STUDENT GROWTH/DATA ANALYSIS

Quality Indicator 3: Effective use of assessments to determine instructional impact on individual and class learning

The school counselor understands and uses formative and summative assessment strategies to assess the learner's progress and uses intervention assessment data to plan ongoing counseling. The school counselor monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate progress.

Emerging	Developing	Proficient	Distinguished
<p>The emerging school counselor ...</p> <p>Demonstrates the use of assessments to determine progress towards specific goals.</p>	<p>The developing school counselor also...</p> <p>Uses multiple formal and informal student assessments to collect relevant information and data to address specific goals</p>	<p>The proficient school counselor also...</p> <p>Identifies student's prior knowledge, progress during intervention achievement.</p>	<p>The distinguished school counselor also...</p> <p>Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual learning.</p>

Student Growth/Data Analysis



Scoring Rubric 4.3

Evidence of Commitment

Intervention includes formal and informal assessments			Intervention includes multiple assessment strategies and approaches counseling		Intervention includes multiple assessment data points to advance learner progress		Intervention includes opportunities to monitor student growth and development
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Creates and demonstrates the use of formal and informal student assessments which address specific goals and modifications			Demonstrates use of a variety of formal and informal assessments to provide data about student status and progress before, during and after intervention		Accurately and consistently uses assessment data to describe the status and progress of each individual student.		Shares examples and information with others on how to effectively use assessments and base intervention decisions on student data
Demonstrates the use of a variety of assessments to determine progress toward goals					*Assessments align to clearly identified knowledge and skills intended for students to acquire *Uses assessment analysis to modify counseling strategies *Consistently uses data and information to reflect on and modify future intervention.		
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

The school counselor participates in the assessment analysis process			The school counselor is able to apply the assessment analysis process		The school counselor is able to articulate their use of assessment analysis and explain how it impacts intervention		Colleagues improve their use of assessment data to positively impact learning.
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
Average Score:							



PILLAR 5: PROFESSIONALISM

Quality Indicator 1: Collaborative data analysis

The school counselor understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing intervention. The school counselor monitors the performance of each student and devises intervention to enable students to grow and develop, making adequate academic progress.

Emerging	Developing	Proficient	
<p>The emerging school counselor ...</p> <p>Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.</p>	<p>The developing school counselor also...</p> <p>Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.</p>	<p>The proficient school counselor also...</p> <p>Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.</p>	

Professionalism



Scoring Rubric 5.1

Evidence of Commitment						
Maintains data analysis information			Bases intervention on data analysis		Can model how intervention is positively impacted by data analysis	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Attends meetings with other colleagues, participates in continuous improvement training or works with a mentor on data analysis			Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice		Serves a key role in meetings with other colleagues regarding data analysis and assists in follow-up with colleagues on impact of using data on counseling practice	
			*Bases intervention on data analysis *Utilizes information from collaborative meetings to change personal practice		*Discuss/share accomplished goals and plans for modification *Actively uses the continuous improvement cycle (trends, comparisons)	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
*Data collection occurs, but without a specific purpose			*Data collection occurs with purpose		*Student growth is based on collaborative decisions made from formative and summative assessment data	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



PILLAR 5: PROFESSIONALISM

Quality Indicator 2: Self-assessment and improvement for professional learning

The school counselor is a reflective practitioner who continually assesses the effects of choice and actions on others. The school counselor actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	
<p>The emerging school counselor ...</p> <p>Is aware of and participates in professional learning.</p> <p>Identifies and participates in professional development which has implications for student learning.</p>	<p>The developing school counselor also...</p> <p>Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.</p>	<p>The proficient school counselor also...</p> <p>Continuously engages in a variety of self-assessment and problem-solving strategies to identify, engage and apply professional development which has implications for student growth and learning, within the classroom and the larger school environment.</p>	

Professionalism



Scoring Rubric 5.2

Evidence of Commitment						
Professional development plan documents self-assessment and reflection strategies			Professional development plan documents ongoing self- assessment and reflection strategies		Documents reflections on his/her instructional process and results that impact future planning	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Uses administrator/mentor as a source of information and becomes aware of available professional learning resources. Aware of resources available for professional learning			Observations and conferences indicate attention to reflective practice and professional improvement. Seeks out new knowledge of current effective strategies		Uses reflection to direct future instruction, monitor the progress and evaluate results	
					*Applies new learning from outside of the classroom to impact student performance within the school. Creates & monitors a cycle of improvement.	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
*Limited impact of professional learning.			*Inconsistent application of professional development strategies		*Consistent application of professional development strategies	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



PILLAR 5: PROFESSIONALISM

Quality Indicator 3: Professional commitments responsibilities and ethical practices

The school counselor is a reflective practitioner who continually assesses the effects of choice and actions on others. The school counselor actively seeks out opportunities to grow professionally in order to improve learning for all students.

Emerging	Developing	Proficient	
<p>The emerging school counselor ...</p> <p>Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning practices to district policies and school procedures.</p>	<p>The developing school counselor also...</p> <p>Consistently exhibits professionalism in all situations and ensures that practices align to district policies and school procedures.</p>	<p>The proficient school counselor also...</p> <p>Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.</p>	

Professionalism



Scoring Rubric 5.3

Evidence of Commitment						
Maintains information on school procedures and policies			Practices structures and routines comply with school and district policies and procedures		Maintains appropriate mentor and/or peer documentation (where applicable)	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Adheres to all current school procedures and district policies as stated in the school's code of conduct. School counselor understands and is aware of district policies and procedures.			Manages behavior, maintains records, etc. in accordance with district policies and school procedures school counselors are able to manage their own behavior in accordance with Platte County principles of learning.		Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures. Advocates policies within building and beyond in the education profession.	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
*Need for resources and support to implement district policies and procedures.			*Appropriate management of student and district records.		*Evidence of mentorships	
*Appropriate management of student and district records.			*Adheres to norms of confidentiality.		*Serve as a resource, peer observer or mentor.	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



PILLAR 5: PROFESSIONALISM

Quality Indicator 4: Induction and collegial activities

The school counselor has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging school counselor...</p> <p>Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.</p>	<p>The developing school counselor also...</p> <p>Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.</p>	<p>The proficient school counselor also...</p> <p>Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.</p>	

Professionalism



Scoring Rubric 5.4

Evidence of Commitment						
Documents support and growth in mentor logs aligned to the state's standards			Maintains growth plan/mentor logs to document support and growth aligned to the state's mentor standards		Professional Growth Plan or documentation of the mentor training	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Meets regularly with a mentor and fully participates in the district/school induction process supports the schools vision, mission, values and goals. Participates in curriculum and staff development and works to strengthen relationships in the school community.			Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff		Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice. Actively engages in relationship building efforts in the school district, community. Contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
Attends meeting and activities			Positive relationships in the building and school community		Actively collaborates at the building level.	
*Performs the tasks identified in the District's handbook *Has identified an area of growth			*Actively seeks help when needed beyond the scope and sequence of the District's mentor protégé timeline *Has identified action steps that support professional growth plan		*Actively participates in collegial activities and/or mentor protégé program *Artifacts are present and identify evidence of active participation. * A professional growth plan documents improvement in intended indicator	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



PILLAR 5: PROFESSIONALISM

Quality Indicator 5: Collaborating to meet student needs

The school counselor has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging school counselor ...</p> <p>Identifies ways to work with others across the system to provide needed services to support individual learners.</p>	<p>The developing school counselor also...</p> <p>Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs</p>	<p>The proficient school counselor also...</p> <p>Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.</p>	

Professionalism



Scoring Rubric 5.5

Evidence of Commitment						
Documents support and growth in logs aligned to the state's standards			Maintains logs to document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school			Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success		Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school	
Identifies ways to work with other professionals across the school systems			Participates with other professionals at the school level to develop strategic school systems.		Consistently works with other professionals to develop strategic school-based systems to address student needs and monitor effectiveness of those systems.	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
*Attend PLC mtgs. *Grade level mtgs. *Faculty mtgs. *Understanding resources to utilize in school and support students and the community			*Works with other professionals to develop the program's system		*Develops an effective program with other professionals *Implementing an effective program to meet student needs *Evaluate with student data	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



PILLAR 5: PROFESSIONALISM

Quality Indicator 6: Cooperative partnerships in support of student learning

The school counselor has effective working relationships with students, families, school colleagues, and community members.

Emerging	Developing	Proficient	
<p>The emerging school counselor ...</p> <p>Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.</p>	<p>The developing school counselor also...</p> <p>Creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.</p>	<p>The proficient school counselor also...</p> <p>Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.</p>	



Scoring Rubric 5.6

Evidence of Commitment						
Documents support and growth in mentor logs and aligned to the state's mentor standards			Maintains mentor logs document support and growth and aligned to the state's mentor standards		Professional Growth Plan is documentation of the mentor training	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Practice						
Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being			Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships		Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Evidence of Impact						
*Contacts family in event of consequences, behavior, at-risk, etc.			*Routine mass communication *Regular 2 way communication *Expresses strengths and weaknesses		*Develop student learning plans in partnership with students and parents *Alignment of resources within a time frame of continuous monitoring *Utilize survey data to improve student partnership/relationships of student learning	
Not evident	Consistently	Inconsistently	Inconsistently	Consistently	Inconsistently	Consistently
0	1	2	3	4	5	6
Average Score:						



TARGETED INTERVENTION PROCESS

While the primary purpose of the *Educator Performance Improvement Cycle* is to identify and capitalize on growth opportunities, the focus of the *Targeted Intervention Process* is on intervention in areas of concern that require immediate attention. Thus, the *Targeted Intervention Plan* focuses on very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the *Targeted Intervention Plan* is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion (DESE, 2014).

It is important to remember that the *Targeted Intervention Process* is a single process within a larger process of evaluation and growth. Therefore, the *Targeted Intervention Plan* could be established after initial benchmarking, a learning walk revealing one or more areas of concern, in response to a letter of warning, or other incident that causes concern. Consequently, the first step of the *Targeted Intervention Plan* is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the process is to complete the form: **Targeted Intervention Plan**. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Targeted Intervention Plan should be completed collaboratively with administrator and educator and copies should be subsequently shared as documentation of the overall plan and areas of concern (DESE, 2014).

After collaborative completion of the *Targeted Intervention Plan*, the evaluator should conduct frequent learning walks to monitor the status of the teacher.

Progress toward successful completion of the intervention action steps should be recorded by the educator and validated by the administrator. Timeline and frequent conferencing should be a priority of both the educator and administrator in an effort to complete the plan successfully. The purpose of the Targeted Intervention is to provide support and guidance for improvement, however; if an educator is not making sufficient progress, results could lead to termination of the educator.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.



TARGETED INTERVENTION PLAN

Targeted Intervention Plan				
Employee Name	Building	Academic Year	Pillar	Indicator

Rationale: Describe why intervention on this performance indicator is required

Improvement Target: State specifically the improvement required based on the performance indicator referenced above.

Specific Strategies: Create a goal statement addressing the improvement target. This goal statement should include essential, measureable qualities.

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Benchmarks and Timelines: Describe the specific benchmarks and/or relevant timelines that will demonstrate acceptable growth or completion of the improvement target.

Measures: Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed.

*Teacher Signature _____ Date _____ Administrator Signature _____ Date _____

**Teacher signature indicates knowledge of the report, not necessarily agreement*

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Follow-up Conference

Date:

Notes on Progress:

Educator Performance Improvement Cycle

Please Check	Recommendation
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, and the current TIP plan will be discontinued for the upcoming year
<input type="checkbox"/>	Employee is recommended to Human Resources for re-hire, however the TIP plan will continue for the upcoming year
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire based on insufficient progress on current TIP plan
<input type="checkbox"/>	Employee is not recommended to Human Resources for re-hire



GLOSSARY

Data: Data includes student academic outcomes, survey results, observations, and qualitative feedback.

Delta: A quality term that represents the question, “What are opportunities for improvement?”

EPIC: An acronym for **Educator Performance Improvement Cycle**, Platte County School District’s teacher evaluation process. EPIC was developed by a team of teachers using the state model and essential principles as guides.

Learning Walks: When an administrator or peer observes professional behaviors. Learning walks are experiences that can take place in many venues, but not limited to the classroom, hallways, collaborative meetings, parent conferences, etc.

Plan- Do- Study- Act (PDSA): A PDSA cycle is a four-step model for carrying out change. Just as any circle has no end, the PDSA cycle should be repeated again and again for continuous improvement (Tague, 2005) see PLAN, DO, STUDY and ACT

Plan- Recognize an opportunity that needs improvement and plan the changes that needs to occur, along with the action steps necessary to impact the change.

Do- Carry out the action steps and implement strategies references in the planning stage.

Study- Review the data after strategies have been implemented. Analyze the results, and identify what you have learned.

Act- Take action on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate the learnings from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Plan for Success: This is a process used during the collaborative conferences that take place with the administrator and educator at the beginning of the year, mid -year, and the end of year. This form serves as the performance report for the year.

Plus: A quality term represents the question, “What is going well?”

Process Worksheets: Four lotus charts designed to assist an educator in the steps of the improvement cycle.

Targeted Intervention Process: This process is only used when an educator requires intensive support and performance warrants an area of concern.

Targeted Intervention Plan: The targeted intervention plan is used as one step in the targeted intervention process.



REFERENCES

Department of Elementary and Secondary Education [DESE], 2014. *Teacher Evaluator Protocol*. Retrieved from: <http://dese.mo.gov/eq/documents/01-TeacherEvaluationProtocol.pdf>

Tague, N.R. (2005). *The Quality Toolbox*. 2nd ed. Milwaukee, WI: ASQ Quality Press.

Missouri's School Counselor Growth Guide

Adopted: August 24, 2017

Platte County R-3 School District, Platte City, Missouri

