New Jersey School Counselor Evaluation Model

"The Road to Highly Effective"

Pilot Version

As developed by the New Jersey School Counselor Association, Inc.

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Dedicated to New Jersey School Counselors

School Counselors are professionals in an educational environment who strive to meet the personal/social, academic and career goals of their students. Every day, school counselors work tirelessly with students to prevent and respond to student needs. School counselors are on the front lines to help prevent and respond to crises within our schools. Each day, counselors strive to help students work through emotional challenges (i.e. anxiety, depression), provide supportive individual and group counseling for at-risk students, assist students in development of future college and career goals, and coordinate academic services (i.e. struggling students, tutoring) amongst many other roles and challenges. School counselors are unsung heroes within our schools who dedicate their professional lives to improving our schools in a multifaceted, ever changing environment where they must constantly adapt to the unknown. We applaud the work of all school counselors, and hope this evaluation model will improve the school counseling profession in New Jersey.

Purpose

This model was developed for the Directors, Supervisors, Assistant Principals, Principals and Superintendents who oversee the supervision of school counselors and take responsibility for performance appraisal. The goal of this model is to also provide a model for school counselors in New Jersey that is consistent across the entire state. This model is intended to support self reflection and professional growth in a way that will lead to the implementation of a highly effective school counseling program by professional school counselors.

The rubric used for evaluating school counselors is based on best practices in the profession including *The ASCA National Model, A Framework for School Counseling Programs, Third Edition and the New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program, Second Edition.* It is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. This evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the identification of professional development needs and foundation for the establishment of professional goals.

The intended purpose of the New Jersey School Counselor Association Evaluation Model is to assess the school counselor's performance in relation to these national best practices (e.g. Guide for the West Virginia School Counselor Evaluation) and *The NJ Frameworks* and to design a plan for professional growth. The principal or a designee (hereinafter "evaluator") will conduct the evaluation process in which the school counselor will actively participate through his or her observations, self-assessment, reflection, presentation of artifacts, classroom demonstration(s), counseling (individual/groups), and student growth objectives (SGOs).

CONCEPTUAL FRAMEWORK

As the School Counseling Profession continues to change and grow nationally and here in New Jersey toward becoming an effective model for practice that contributes to students' academic achievement and well being, new practices and programs are being implemented. While there is still confusion about the role of the school counselor (ASCA, 1996; House & Hayes, 2002), and the tasks they are asked to perform from district to district and even from school to school, the New Jersey School Counselor Association Evaluation Model will offer direction, guidance and accountability.

The American School Counselor Association (ASCA) developed the *ASCA National Model: A Framework for School Counseling Programs* in 2003 bringing common language & concepts to the school counseling profession nationally. Prior to that release, the New Jersey School Counselor Association created the ASCA recognized, *Charting the 21st Century: A Developmental School Counseling Model for New Jersey*, (Webber, Mascari, & Lukach, 1991). NJSCA has released a second edition entitled, *The New Jersey School Counseling Initiative: A Framework for Developing Your Comprehensive School Counseling Program*, (Mascari, Webber, Seymour & Lukach 2005) based on the 2003 ASCA Model it can be found on the NJSCA website at www.njsca.org.

ASCA has just released the *ASCA National Model: A Framework for School Counseling Programs* 3rd Edition in June of 2012.

As the school counseling profession in New Jersey transitions to aligning practices and programs with not only the NJ state model but more importantly with the 2012 ASCA Model, new direction is needed.

The New Jersey School Counselor Association Evaluation Model is designed to help school counselors maximize all facets of school counseling practice. The expected outcomes will advance the entire profession by creating:

➢ Common language

➢ More accountability

➢ Data driven feedback

➢ Aligned and targeted professional development

STANDARDS AND INDICATORS

Organization of the Standards

Standard: The performance standard highlights the major duties performed by the school counselor.

Indicators: The indicators are meant to provide examples of observable data demonstrating successful performance of the standard. It is important to note that this list of indicators is not meant to be exhaustive.

Artifacts: The artifacts are the examples of standard practices the School Counselor might include as evidence in meeting the Standards.

Performance Rubric: The rubric is a qualitative summary intended to provide the evaluator a guideline in determining whether the school counselor has effectively met the standard.

Standard 1: Program Design, Planning and Management

The professional school counselor collaboratively designs, plans and manages a comprehensive and developmentally appropriate school counseling program.

Indicators:

1 Review, evaluate or articulate the comprehensive school counseling program with the school administrator and shares the goals with stakeholders.

2 Provide referrals for assistance, consultation and collaboration with parents, teachers, educators and community organizations.

3 Uses data to develop small group, core curriculum and closing the gap action plans for effective delivery of the school counseling program.

4 Develop lesson plans for school counseling curriculum and document results (process, perceptual and outcome) of program.

5   Develop a school counseling calendar that will be used to share with stakeholders and evaluate programming offered to students

6   Create a comprehensive, developmentally appropriate school counseling program that meets the needs of students.

Standard 2: Program Delivery

The School Counselor uses the majority of time to provide direct student services to promote their academic, career, and personal/social development.

Indicators

1   Provides direct student services for the personal/social, career, and academic development of students.

2   Delivery of the school counseling curriculum can include individual planning, responsive services, and school counseling curriculum.

   a   Responsive services may include counseling in individual, small group settings or crisis response.

   b   Individual planning includes systemic activities designed to assist students in establishing personal goals and developing future plans.

   c   School counseling curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.

3   Uses technology, materials and other resources as appropriate to deliver school counseling services and programs.

Standard 3: Accountability

The professional school counselor examines school, student, and program data to annually evaluate school counseling program results.

Indicators

   1   Identifies and analyzes data to inform the school counseling program and measure program effectiveness.

   2   Collects and analyzes process, perception, and outcome data of school counseling program activities to guide program evaluation and improvement.

   3   Monitors student academic performance, attendance, behavioral and student safety data to inform school counseling program goals.

   4   Conducts a school counseling program assessment annually to review extend of program implementation and effectiveness.

Standard 4: Leadership and Advocacy

The professional school counselor is a leader, mentor and role model who collaborates and consults with all school stakeholders in advocating for a safe and supportive school environment for all students.

Indicators

   1   Advocates for equity and inclusion of all students

   2   Supports a safe learning environment and working to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention

   3   Collaborates, consults and communicates with stakeholders

   4   Actively involved in enhancing the school environment by improving school safety, behavior, attendance and achievement

   5   Advocates for policies, programs, and procedures related to the equitable delivery of school counseling services to all students and their families

   6   Leadership can include, but not limited to, advance effective delivery of the comprehensive school counseling program, overcome challenges of role inconsistency, promotion of professional identity, support academic achievement and student development.

Standard 5: Professionalism and Growth

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

Indicators

   1 Adheres to professional, legal and ethical practices

   2 Seeks ongoing, relevant professional development

   3 Actively investigates and considers new ideas that improves understanding the needs to engage in active reflection about practice

   4 Actively investigates and considers new ideas that improve student academic, career and personal/social development

   5 Utilizes effective written, verbal and nonverbal communication skills

Standard 6: Student Growth

The professional school counselor provides measureable results based on student achievement, attendance, behavior and/or safety.

Indicators

1. Develop SMART goals that are collaboratively reviewed and approved by his/her supervisor

2. Identify materials, professional development and support needed in order to effectively meet agreed upon goals

3. Monitor and assess student progress throughout the year, and where necessary modify SMART goals with administrative approval

Artifacts:

- SPARC report card showing results from SGO
- Spreadsheet or charts showing progress towards SGO
- Powerpoint presentation showing change or difference between the baseline and end of year data towards SGO

PERFORMANCE LEVELS & RUBRICS

New Jersey school counselors performance will be based on the four performance levels defined by the New Jersey Department of Education: *Highly Effective (4), Effective (3), Partially Effective (2), Ineffective (1).*

Standard 1: Program Design, Planning and Management

The professional school counselor collaboratively designs, plans and manages a comprehensive and developmentally appropriate school counseling program.

Indicators:

1 Review, evaluate or articulate the comprehensive school counseling program with the school administrator and shares the goals with stakeholders.

2 Provide referrals for assistance, consultation and collaboration with parents, teachers, educators and community organizations.

3 Uses data to develop small group, core curriculum and closing the gap action plans for effective delivery of the school counseling program.

4 Develop lesson plans for school counseling curriculum and document results (process, perceptual and outcome) of program.

5 Develop a school counseling calendar that will be used to share with stakeholders and evaluate programming offered to students

6 Create a comprehensive, developmentally appropriate school counseling program that meets the needs of students.

Highly Effective	Effective	Partially Effective	Ineffective
Develops and delivers a comprehensive school counseling program based on the gathering and analysis of student data, develops program goals and delivers action plans along with ongoing collaboration with the counseling department and supervisor	Develops a comprehensive school counseling program based on the gathering and analysis of student data. Preliminary and concluding discussion and development of program goals and action plans with school administrators and staff exist, but are not ongoing.	Partial development of a comprehensive school counseling program based on the gathering of general data, absent of analysis. Preliminary discussion and development of program goals and action plans with school administrators and staff exist.	The discussion and development of program goals and action plans with school administrators and staff does not exist. Data is not gathered or analyzed. There is no basis for the development of counseling program goals.

Standard 1 – Sample Artifacts

- Comprehensive School Counseling Plan
- Daily, weekly, monthly, annual calendars
- Counselor time logs
- Action plans
- Lesson Plans
- Advisory Council Minutes
- School Counseling Lesson plans aligned with ASCA Standards
- Disaggregated data results
- Needs Assessments
- Program Planning Notes
- Use of technology e.g. graphs, charts, website links etc.
- Surveys with students and stakeholders
- Communications with stakeholders

Other relevant evidence

Standard 2: Program Delivery

The School Counselor uses the majority of time to provide direct student services to promote their academic, career, and personal/social development of all students.

Indicators

    1   Provides direct student services for the personal/social, career, and academic development of all students.

    2   Delivery of the school counseling curriculum can include individual planning, responsive services, and school counseling curriculum.

        a   Responsive services may include counseling in individual, small group settings or crisis response.

        b   Individual planning includes systemic activities designed to assist students in establishing personal goals and developing future plans.

        c   School counseling curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.

    3   Uses technology, materials and other resources as appropriate to deliver school counseling services and programs.

Highly Effective	Effective	Partially Effective	Ineffective
Delivers direct student services for the personal/social, career, and academic development of all students. Uses effective counseling strategies and technology to deliver the programs and services. Creates a safe, supportive and equitable school environment. Is a role model and mentor.	Delivers direct student services for the personal/social, career, and academic development of all students. Uses effective counseling strategies and technology to deliver the programs and services. Creates a safe, supportive and equitable school environment.	Delivers an emerging program of direct student services for the personal/social, career, and academic development of all students. Uses effective counseling strategies in the majority of circumstances to deliver the programs and services. Creates a safe, supportive and equitable school environment.	No evidence of delivering direct student services for the personal/social, career, and academic development of all students or development of a safe, supportive and equitable school environment.

Standard 2 – Sample Artifacts

- Counselor curriculum
- Lesson plans
- Daily, weekly, monthly calendars
- Counselors time logs
- Referral forms
- Early Intervention documentation
- Graduation checklists
- Needs assessments
- Learning Style / Interest Inventories
- School Crisis Plan
- Educational Plan if used
- Course selection booklet
- Standardized test scores

Standard 3: Accountability

The professional school counselor examines school, student, and program data to annually evaluate school counseling program results.

Indicators

1   Identifies and analyzes data to inform the school counseling program and measure program effectiveness.

2   Collects and analyzes process, perception, and outcome data of school counseling program activities to guide program evaluation and improvement.

3   Monitors student academic performance, attendance, behavioral and student safety data to inform school counseling program goals.

4   Conducts a school counseling program assessment annually to review extend of program implementation and effectiveness.

Highly Effective	Effective	Partially Effective	Ineffective
Consistently reviews and modifies school counseling program based on the collection and analysis of needs and results data. A variety of data are used to inform and monitor the school counseling program.	Needs and results data are collected and used to review and modify the school counseling program.	Identifies information used to inform and monitor the school counseling program.	The school counseling program is not informed or monitored by information specific to the school or district.

Standard 3 – Sample Artifacts

- Program Audit
- Student Needs Assessment
- Pre and Post test data
- Surveys

- Disaggregated data
- Advisory board meeting notes

Standard 4: Leadership and Advocacy

The professional school counselor is a leader, mentor and role model who collaborates and consults with all school stakeholders in advocating for a culturally relevant, safe and supportive school environment for all students.

Indicators

1   Advocates for equity and inclusion of all students

2   Supports a safe learning environment and working to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention

3   Collaborates, consults and communicates with stakeholders

4   Actively involved in enhancing the school environment by improving school safety, behavior, attendance and achievement

5   Advocates for policies, programs, and procedures related to the equitable delivery of school counseling services to all students and their families

6   Leadership can include, but not limited to, advance effective delivery of the comprehensive school counseling program, overcome challenges of role inconsistency, promotion of professional identity, support academic achievement and student development.

Highly Effective	Effective	Partially Effective	Ineffective
Coordinates a guidance advisory committee and develops effective collaboration and communication	Collaborates and communicates with stakeholders and supports efforts that contribute to the well being for all	Inconsistently collaborates and communicates with stakeholders and/or in efforts to contribute to the well being for	Not effective in interactions of Collaboration and communication with stakeholders.

with stakeholders. Leads efforts to support well being for all students.	students.	all students.	

Standard 4 – Sample Artifacts

- School district policies & procedures
- School profiles
- Annual department reports
- Advisory committee agenda and meeting minutes
- Reports of student and stakeholder satisfaction
- School climate reports

Standard 5: Professionalism and Growth

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

Indicators

1 Adheres to professional, legal and ethical practices

2 Seeks ongoing, relevant professional development

3 Actively investigates and considers new ideas that improves understanding the needs to engage in active reflection about practice

4 Actively investigates and considers new ideas that improve student academic, career and personal/social development

5 Utilizes effective written, verbal and nonverbal communication skills

Highly Effective	Effective	Partially Effective	Ineffective
School counselor consistently seeks high level	School counselor seeks out high level professional	School Counselor seeks out professional	School counselor does not adhere to professional

professional development, adheres to professional practice, and is a mentor to the development of other school counselors	development and adheres to professional practice	development, although this may not apply to goal and objectives and/or is inconsistently applied. School counselor adheres to professional practice.	practice, rarely or does not seek professional development

Standard 5 – Sample Artifacts

- ASCA Code of Ethics
- FERPA regulations
- Documentation of participation in: conferences, workshops, webinars on the national, state, county and local levels
- Presentations, publications and/or contributions to best practices
- Mentoring documentation
- Observations

Standard 6: Student Growth

The professional school counselor provides measureable results based on student achievement, attendance, behavior and/or safety.

Indicators

1. Develop SMART goals that are collaboratively reviewed and approved by his/her supervisor

2. Identify materials, professional development and support needed in order to effectively meet agreed upon goals

3. Monitor and assess student progress throughout the year, and where necessary modify SMART goals with supervisor approval

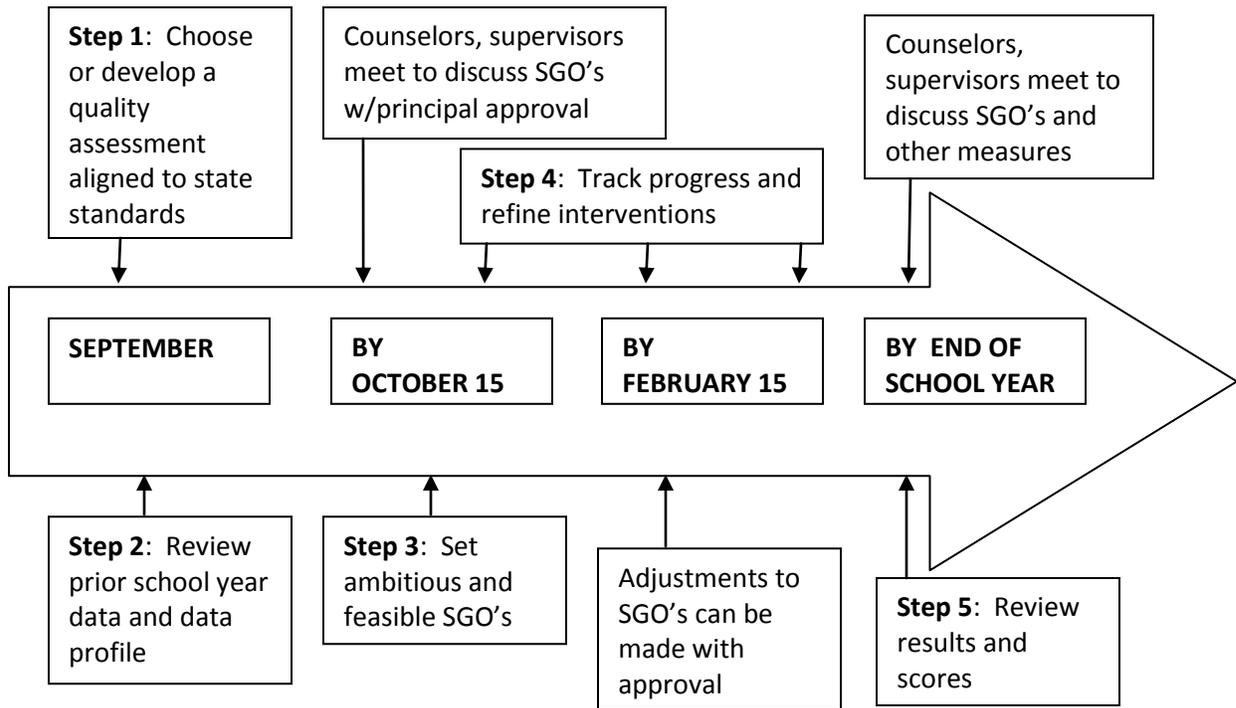| Highly Effective	Effective	Partially Effective	Ineffective
School counselor meets or exceeds the measures of student progress based upon the student growth objectives	School counselor is able to demonstrate acceptable measures of student progress based upon the student growth objectives	School counselor is able to demonstrate moderate measures of student progress based upon the student growth objectives	School counselor is unable to demonstrate adequate measures of student progress based upon the student growth objectives

Artifacts:

- SPARC report card showing results from SGO
- Spreadsheet or charts showing progress towards SGO
- Powerpoint presentation showing change or difference between the baseline and end of year data towards SGO

STUDENT GROWTH OBJECTIVES (SGO)

School counselors must create at least two (2) student growth objectives each year by October 15th. SGO's should be developed by the school counselor with input and approval from his or her supervisor. SGO's should be developed using student and school counseling program data. School counselors should track progress and may make adjustments to SGO's with supervisor approval by February 15th (if necessary). SGO's may be general (focusing on the counselors entire caseload), specific student subgroups (i.e. students with multiple failures), and/or a specific content skill (i.e. increase self esteem). School counselors should assess progress using examples highlighted as sample artifacts (i.e. pre/post tests, surveys, outcome data on student failures).

Student growth objectives must adhere to the American School Counselor Association (ASCA) guidelines using the SMART development tool (see Appendix E for a sample or www.schoolcounselor.org for the SMART template). SMART is defined as "Specific, Measureable, Attainable, Realistic, and Time Bound". School counselors can develop goals that focus on improving student achievement in academics, behavior, attendance and/or school climate.

THE EVALUATION PROCESS

Step 1: Choose or develop a quality assessment aligned to state standards	Counselors, supervisors meet to discuss SGO's w/principal approval		Counselors, supervisors meet to discuss SGO's and other measures

| | | Step 4: Track progress and refine interventions | |

SEPTEMBER	BY OCTOBER 15	BY FEBRUARY 15	BY END OF SCHOOL YEAR

Step 2: Review prior school year data and data profile	Step 3: Set ambitious and feasible SGO's	Adjustments to SGO's can be made with approval	Step 5: Review results and scores

GOAL SETTING

The goal setting process often begins by identifying a "burning question" related to educational issues. It builds on courageous conversations about beliefs about student learning and student inequalities and isfounded in data such asstudent enrollment patternsin rigorous classes, incidences of discipline referrals orstudent absences(Dimmitt, Carey, & Hatch, 2007; Haycock, 2001; Marzano, 2010).

Although there may be many waysto identify a goal, the following process suggests four ways to examine data elements.

1. Examine the school data profile to identify academic gaps by categories such as ethnicity, gender, age or grade level.

2. List current academic, career and personal/social domain activities and interventions provided to all students. (See Brainstorming Activity.) The brainstorming activity can help school counselors provide a cursory review of their comprehensive services and consider gapsin their program delivery (Bauman, 2004; Singleton & Linton, 2006; Young & Kaffenberger, 2009).

3. Identify a specific school improvement plan (SIP) goal and consider the school counseling program activities that align with the school's instructional accountability goals. Have a discussion with the principal about his/her goals. Principals are often working toward specific goals from the school improvement plan, and it may be timesaving for school counselors to understand the principal's focus for the year.

4. Complete the school counseling program SMART goals worksheet. (See School Counseling Program SMART Goals).

Sample Goal-Setting Process for Academic Goals

1. School Data Profile Review Benton High School has traditionally been highly competitive in academic grades, high school exit exam scores, end-of-course exam scores and performance on college entrance exams such as SAT and ACT. In the past few years, the average SAT and ACT scores have declined well below the national average and showed an achievement gap for African-American students especially in mathematics.

2. Current Strategies
   a. Students and parents are provided with resources on college entrance exams.
   b. Data are analyzed to determine which students may need additional support to prepare for college entrance exams.
   c. School counselors collaborate with the teachers and administrators to identify additional support for mathematics for students who need assistance.
3. School Improvement Plan
   The school improvement plan includes a goal to improve SAT/ACT scores for all students.
4. SMART Goal Development
   The following SMART goals are potential goals addressing school data.
   • By the end of year one, the school's average SAT and ACT score will increase by 10 percent.
   • By the end of year two, the achievement gap in mathematics for African-American students will decrease by 50 percent.
   • By the end of year three, the school's average score on SAT and ACT exams will exceed the national average for all subgroups in the school.

Sample Goal Setting Process for Attendance Goals

   1. School Data Profile Review
      The district provides the school with daily attendance reports identifying which students have been absent. At the end of the school

year, the school receives a report identifying students with eight or more absences for the year. The school counselors review the reports and identify 73 students with eight or more absences.

2. Current Strategies
   a. Letters are sent to the homes of students with four, seven and 10 absences.
   b. Students are considered forretention if they have 20 or more absences.

3. School Improvement Plan
   A goal of increased attendance is a part of the plan.

4. SMART Goal Development
   The following goal was developed.
   Students with 10 or more absencesin the previous year will have fewer than 8 absences this year.

These sample goals promote the academic domain by focusing on an increase in academic achievement, success on college entrance exams and increased attendance. The goals are simple, yet precise. (Young & Kaffenberger, 2009)

Brainstorm Activity		
Academic	**Personal/Social**	**Career**

ASCA National Model School Counseling Program SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	
Attainable What outcome would stretch us but is still attainable?	
Time Bound When will our goal be accomplished?	
Measurable How will we measure the effectiveness of our interventions?	
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	

School: _____Year: ___

School Counselor(s): _____

Based on the information above, write a single goal statement sentence
Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

_____

EVALUATION REVIEW PROCESS

A midyear progress review is conducted to determine if adequate progress is being made towards achieving the student growth objectives.

- The review must occur before February 15th to ensure that adequate time will be available in cases where revision in goals or in the plan to achieve goals in necessary.

- The supervisor shall notify each non-tenured school counselor of a meeting date and time prior to February 15th to review progress. All school counselors will be notified by their supervisor by February 15th that they are meeting adequate progress or to review whether adequate support is being provided and whether alternative goals need to be developed.

- A year-end evaluation will be conducted before May 15th using the NJSCAEM evaluation model.

APPENDIX A: FORMS & INSTRUCTIONS

Pre-Observation Form

The Pre-Observation Guidance Activity Review is to be completed by the professional school counselor and given to the administrator/supervisor at/or before a pre-observation conference. This information is used by the administrator/supervisor to gain insight not only into the comprehensive guidance program but also into the professional school counselor's reflective understanding regarding planning and may be used to document performance criteria relating to planning.

Professional School Counselor _____

School _____ Grade _____

Level_____

Date _____/_____/_____

Performance Criterion
Addressed_____

1. Which of the district's Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support) will be addressed?

2. Briefly describe the guidance activity and the audience.

3. What materials will be used?

4. How will the audience be engaged? What will audience members be expected to do during the activity?

5. Do you anticipate audience members having difficulties or concerns with the activity? If so, what? How will you address the concerns?

6. Is there anything about the environment that you think might affect the audience during the observation? If so, what and how will you compensate?

7. What are the routines, procedures, rules and expectations for the audience?

8. Are there any special circumstances of which the observer should be aware?

9. On what specifics (topics/behaviors/processes/techniques) do you want observer to note and provide feedback?

10. What will the audience have gained through the Comprehensive Guidance Program Activity? How will you assess the audience's new learning/skill/understanding?

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

Observation Form
Formal / Informal Observations

Directions: Observers should use this form to document evidence during an observation. Depending on the length of the observation, observers may not witness evidence for each standard. School counselors should be provided with a copy of the formal observation.

_____   _____
School Counselor's Name   **Event Activity**

☐   **Scheduled**   ☐   **Unscheduled**
☐   **Non-tenured**   ☐   **Tenured**

_____   _____   _____
Observer's Name   **Date of Observation**   **Time**

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5   Develop a school counseling calendar that will be used to share with stakeholders and evaluate programming offered to students

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Evidence:

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Evidence:

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The professional school counselor examines school, student, and program data to annually evaluate school counseling program results.

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Evidence:

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The professional school counselor is a leader, mentor and role model who collaborates and consults with all school stakeholders in advocating for a culturally relevant, safe and supportive school environment for all students.

Indicators

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6   Leadership can include, but not limited to, advance effective delivery of the comprehensive school counseling program, overcome challenges of role inconsistency, promotion of professional identity, support academic achievement and student development.

Evidence:

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The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

Indicators

1   Adheres to professional, legal and ethical practices

2   Seeks ongoing, relevant professional development

3   Actively investigates and considers new ideas that improves understanding the needs to engage in active reflection about practice

4   Actively investigates and considers new ideas that improve student academic, career and personal/social development

5	Utilizes effective written, verbal and nonverbal communication skills

Evidence:

Additional Comments:

_____   _____

School Counselor Signature   Date

_____   _____

Evaluators Signature   Date

Post Observation Form

The Post-Observation Comprehensive Guidance Activity Reflection is completed by the professional school counselor following each formal observation and taken to the post-observation conference with the administrator/supervisor. This form may be used by the administrator/supervisor to discuss and document performance criteria.

Professional School Counselor

_____

School _____Grade Level _____

Administrator/Supervisor _____

Date ____/____/____

1. Briefly describe the guidance activity and the audience and how it was tied to the district's Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support).

2. Did the audience become engaged in the activity?

3. What indications did I have that the audience understood what to do during the activity?

4. What feedback did I receive from the audience indicating they achieved understanding and that the goal(s)/objective(s) were met for this activity?

5. Did audience members have difficulties or concerns with the activity? If so, what? How were the concerns addressed?

6. Knowing what I know now, if I had the opportunity to do this activity again with the same audience, what would I do differently?

7. If there were one thing from this activity that I could share with a colleague, what would it be?

Observation Form
Summative Observation

Directions: Observers should use this form to document evidence during an observation. Depending on the length of the observation, observers may not witness evidence for each standard. School counselors should be provided with a copy of the formal observation.

_____ ☐ **Non-tenured** ☐ **Tenured**

School Counselor's Name

_____ _____ _____

Observer's Name **Date** **Time**

Standard 1: Program Design, Planning and Management

The professional school counselor collaboratively designs, plans and manages a comprehensive and developmentally appropriate school counseling program.

Indicators:

1   Review, evaluate or articulate the comprehensive school counseling program with the school administrator and shares the goals with stakeholders.

2   Provide referrals for assistance, consultation and collaboration with parents, teachers, educators and community organizations.

3   Uses data to develop small group, core curriculum and closing the gap action plans for effective delivery of the school counseling program.

4   Develop lesson plans for school counseling curriculum and document results (process, perceptual and outcome) of program.

5   Develop a school counseling calendar that will be used to share with stakeholders and evaluate programming offered to students

6   Create a comprehensive, developmentally appropriate school counseling program that meets the needs of students.

Evidence:

RATING:

Standard 2: Program Delivery

The School Counselor uses the majority of time to provide direct student services to promote their academic, career, and personal/social development.

Indicators

1 Provides direct student services for the personal/social, career, and academic development of students.

2 Delivery of the school counseling curriculum can include individual planning, responsive services, and school counseling curriculum.

   a Responsive services may include counseling in individual, small group settings or crisis response.

   b Individual planning includes systemic activities designed to assist students in establishing personal goals and developing future plans.

   c School counseling curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level.

3 Uses technology, materials and other resources as appropriate to deliver school counseling services and programs.

Evidence:

RATING:

Standard 3: Accountability

The professional school counselor examines school, student, and program data to annually evaluate school counseling program results.

Indicators

1. Identifies and analyzes data to inform the school counseling program and measure program effectiveness.

2. Collects and analyzes process, perception, and outcome data of school counseling program activities to guide program evaluation and improvement.

3. Monitors student academic performance, attendance, behavioral and student safety data to inform school counseling program goals.

4. Conducts a school counseling program assessment annually to review extend of program implementation and effectiveness.

Evidence:

RATING:

Standard 4: Leadership & Advocacy

The professional school counselor is a leader, mentor and role model who collaborates and consults with all school stakeholders in advocating for a culturally relevant, safe and supportive school environment for all students.

Indicators

1. Advocates for equity and inclusion of all students

2	Supports a safe learning environment and working to safeguard the human rights of all members of the school community and address the needs of all students through culturally relevant prevention and intervention
3	Collaborates, consults and communicates with stakeholders
4	Actively involved in enhancing the school environment by improving school safety, behavior, attendance and achievement
5	Advocates for policies, programs, and procedures related to the equitable delivery of school counseling services to all students and their families
6	Leadership can include, but not limited to, advance effective delivery of the comprehensive school counseling program, overcome challenges of role inconsistency, promotion of professional identity, support academic achievement and student development.

Evidence:

RATING:

Standard 5: Professionalism & Growth

The professional school counselor is responsible for improving skills and knowledge and advancing his/her practice and the school counseling profession.

Indicators

1 Adheres to professional, legal and ethical practices

2 Seeks ongoing, relevant professional development

3 Actively investigates and considers new ideas that improves understanding the needs to engage in active reflection about practice

4	Actively investigates and considers new ideas that improve student academic, career and personal/social development
5	Utilizes effective written, verbal and nonverbal communication skills

Evidence:

RATING:

Standard 6: Student Growth Objectives

Goal 1:

Goal 2:

Evidence:

RATING:

Standard	**Rating**	**Weight**	**Total**
Program Design, Planning and Management	2	.075	.15
Program Delivery	3	.60	1.8
Accountability	4	.075	.3
Leadership & Advocacy	3	.05	.15

Professionalism & Growth	3	.05	.15
SGO GOAL 1	*3*	*.075*	*.225*
SGO GOAL 2	*4*	*.075*	*.3*
Student Growth Objectives	3.5	.15	.525
Sum of the Weighted Scores			**3.6**

_____   _____

School Counselor Signature   **Date**

_____   _____

Evaluators Signature   **Date**

APPENDIX B: DEVELOPMENT OF THE PERFORMANCE STANDARDS

School Counselors in New Jersey have previously been evaluated using teacher evaluation models and rubrics. The reason that the New Jersey School Counselor Evaluation Model (NJSCEM) was created was due to the fact that school counselors were evaluated using a model and rubric that was not developed for their job responsibilities. The result was a generic narrative that was provided on school counselor evaluations along with a number of statements identifying many areas as "not applicable". The development of the NJSCEM was to develop a set of standards and expectations for school counselors. This will create accountability and equity in evaluating school counselors across New Jersey based on expected roles and responsibilities.

The major objectives of the NJSCEM model include, but not limited to:

- Develop a comprehensive set of standards and expectations for school counselors

- Create a common language across all districts that is fair and equitable

- Improve accountability and legitimacy for the school counseling profession

- Enhance professional practice and development of school counselors

APPENDIX C:

Samples & Measures of Progress

Examples of Process Data:

- 38 parents attended the middle school orientation meeting
- Eight fourth grade students participated in a study skills group that met six times for 45 minutes
- 450 ninth graders completed an individual learning plan

Examples of Perceptual Data:

- 89% of ninth graders demonstrated knowledge of promotion requirements
- 90% of parents reported benefiting from a presentation on college entrance requirements
- 100% of sixth graders can identify three career interests

Examples of Outcome Data:

- Graduation rate improved from 79% to 86%
- Identified students decreased average number of days absent from 15 to 8 during final marking period
- Discipline referrals decreased by 30% for students with four or more referrals.

Sample SMART Goals:

- Students who were suspended out of school 3 or more days in the 2010-2011 school year will increase their instructional time by 10% in the 2008-2009 school year.
- To reduce the number of aggressive or disruptive behaviors of identified 5th grade students by 30%.
- By the end of the school year, the number of students who can identify at least two of the legal consequences associated with the misuse of technology will increase by 10%, as evidenced by post-test data collected from classroom guidance lessons.
- Increase attendance rate for 8th grade students from 89% to 92%
- Discipline referrals for identified 9th graders will decrease by 25% points.

ASCA National Model School Counseling Program Sample SMART Goals Worksheet

Specific Issue What is the specific issue based on our school's data?	25% of 9th graders (76 students) have at least one failing grade. The number of failing grades has increased by 53% increase (240) from the year prior.
Attainable What outcome would stretch us but is still attainable?	Reduce the number of failing grades by 10% by the end of the 2013 – 2014 school year.
Time Bound When will our goal be accomplished?	September 2013 – June 2014
Measurable How will we measure the effectiveness of our interventions?	Export students with failing grades from historical data in Power School for the 2012 – 2013 school year. On a quarterly basis, export data from Power School in 2013 – 2014 to monitor progress towards the goal. At the end of the 2013 – 2014 school year, export students with failing grades from historical data and compare to the prior year data.
Results-Oriented Is the goal reported in results-oriented data (process, perception and outcome)?	*Process Data:* 76 students, 240 failing grades *Perceptual Data:* Pre/Post survey of students and teachers on reasons that are impacting the failing grades (i.e. study skills) *Outcome Data:* Reduce the number of failing grades by 10%

School: XYZ High School   Year: 2013 - 2014

School Counselor(s):   Mrs. Counselor

Based on the information above, write a single goal statement sentence

Example: By the end of the year, the number of discipline referrals will decrease by 20 percent.

By the end of the 2013 – 2014 school year, the number of failing grades for 9th graders (76) will decrease by 10 percent.

GOAL:	*By the end of the 2013 – 2014 school year, the number of failing grades for 9th graders (76) will decrease by 10 percent.*			
Measuring Progress	For counselor to earn a rating of…			
	4	**3**	**2**	**1**
	10% or more reduction in the number of failing grades	7% - 9% reduction in the number of failing grades	5% - 6% reduction in the number of failing grades	<5% reduction in the number of failing grades

EXAMPLE OF SUMMATIVE RATING

Standard	Rating	Weight	Total
Program Design, Planning and Management	2	.075	.15
Program Delivery	3	.60	1.8
Accountability	4	.075	.3
Leadership & Advocacy	3	.05	.15
Professionalism & Growth	3	.05	.15
SGO GOAL 1	*3*	*.075*	*.225*
SGO GOAL 2	*4*	*.075*	*.3*

Student Growth Objectives	3.5	.15	.525
Sum of the Weighted Scores			**3.6**

Ineffective	Partially Effective	Effective	Highly Effective
1.0 – 1.75	**1.76 – 2.5**	**2.6 – 3.5**	**3.6 – 4.0**

APPENDIX D: THE ROLE OF THE PROFESSIONAL SCHOOL COUNSELOR

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250.

The Professional School Counselor's Role

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

Foundation
Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

• School Guidance Curriculum – This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

• Individual Student Planning – Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.

• Responsive Services – Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:

- individual or group counseling

- consultation with parents, teachers and other educators

- referrals to other school support services or community resources

- peer helping

- psycho-education

- intervention and advocacy at the systemic level

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

• System Support – System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

Management
Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished

- advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations

- the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program

- action plans for prevention and intervention services defining the desired student competencies and achievement results

- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model

- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program

Accountability
Professional school counselors develop and implement data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

Summary
Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

FREQUENTLY ASKED QUESTIONS (FAQ'S)

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Stronge   WV School Counselor Association

RESOURCES

www.achieve.org "Implementing the Common Core Standards: The Role of the School Counselor"

www.wh.gov/now-is-the-time - "Now is the Time: The President's plan to protect our children and our communities by reducing gun violence"

www.cescal.org *The Center for Excellence in School Counseling and Leadership* (CESCaL) The Center's mission is to promote excellence in the field of school counseling and to assist school counselors, their site and central office administrators as they design, implement and evaluate their school counseling programs. The organization also offers free pre/post assessments, lesson plans, and presentations.

National Office of School Counselor Advocacy (NOSCA); The College Board www.collegeboard.org/nosca
American School Counselor Association (ASCA) www.schoolcounselor.org

The Education Trust – www.edtrust.org

The Center for School Counseling Outcome Research – www.umass.edu/schoolcounseling

New Jersey School Counselor Association (NJSCA) – www.njsca.org

The National Board of Professional Teaching Standards for School Counselors (NBPTS)-
http://www.nbpts.org/sites/default/files/documents/certificates/nbpts-certificate-ecya-sc-standards.pdf

REFERENCES