Performance Evaluation of School Counselors

Office of District and School Improvement

June 28, 2024

Learning Objectives

- Review the purpose of the Educator Evaluation System

- Review the evaluation process (WVBE Policy 5310)
  - ✓Review components of the Evaluation System
  - ✓Review timelines and implementation
  - ✓Review tools utilized in the evaluation process
  - ✓Deepen the understanding of educator growth model

Purpose of Evaluation

Set high standards of performance for educators

Ensure high-quality instruction focused on increasing student achievement

Encourage continuous growth and improvement through personal reflection and goal setting

Serve as a tool in developing coaching and mentoring programs for educators

Policy 5310 Components

✓Definitions

✓Rating Structure

✓Evaluation process for professional personnel

✓Plans and tools to support improvement

West Virginia DEPARTMENT OF
EDUCATION

Key Facts

- All educators, principals and counselors are evaluated annually.
- The evaluation system is a growth model.
- The counselor takes the lead role in assessing his/her practices and program and establishing growth goals.
- The counselor evaluation is guided by five standards, aligned with the WV School Counseling Model.
- Self Reflection is evidence –based.
- A set of well-defined rubrics guide counselor's self-reflection to identify strengths and weaknesses.
- School Counselor evaluation processes and timelines are aligned with the principal and teacher evaluations.

Staff Orientation
(Section 6.5)

- Orientation. An annual meeting to assure that all employees have a full understanding of the purposes, instruments, and procedures used in evaluating the performance of employees. (4.13)

- An orientation meeting shall be conducted annually for all employees at the beginning of the employment period or within two weeks of an employee's reporting date. The evaluation process shall be initiated annually, regardless of the date of hire. (6.5)
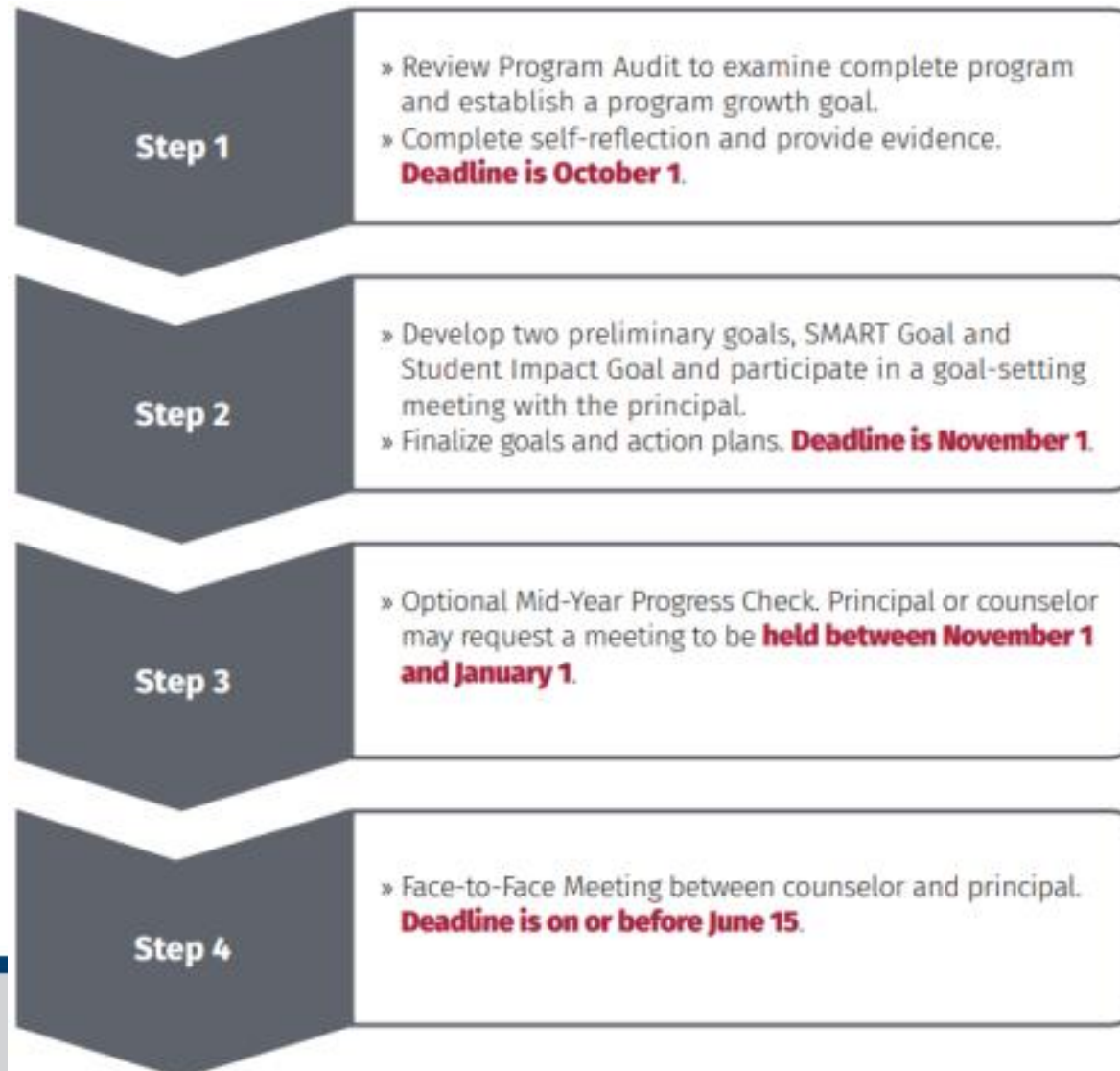
West Virginia DEPARTMENT OF EDUCATION
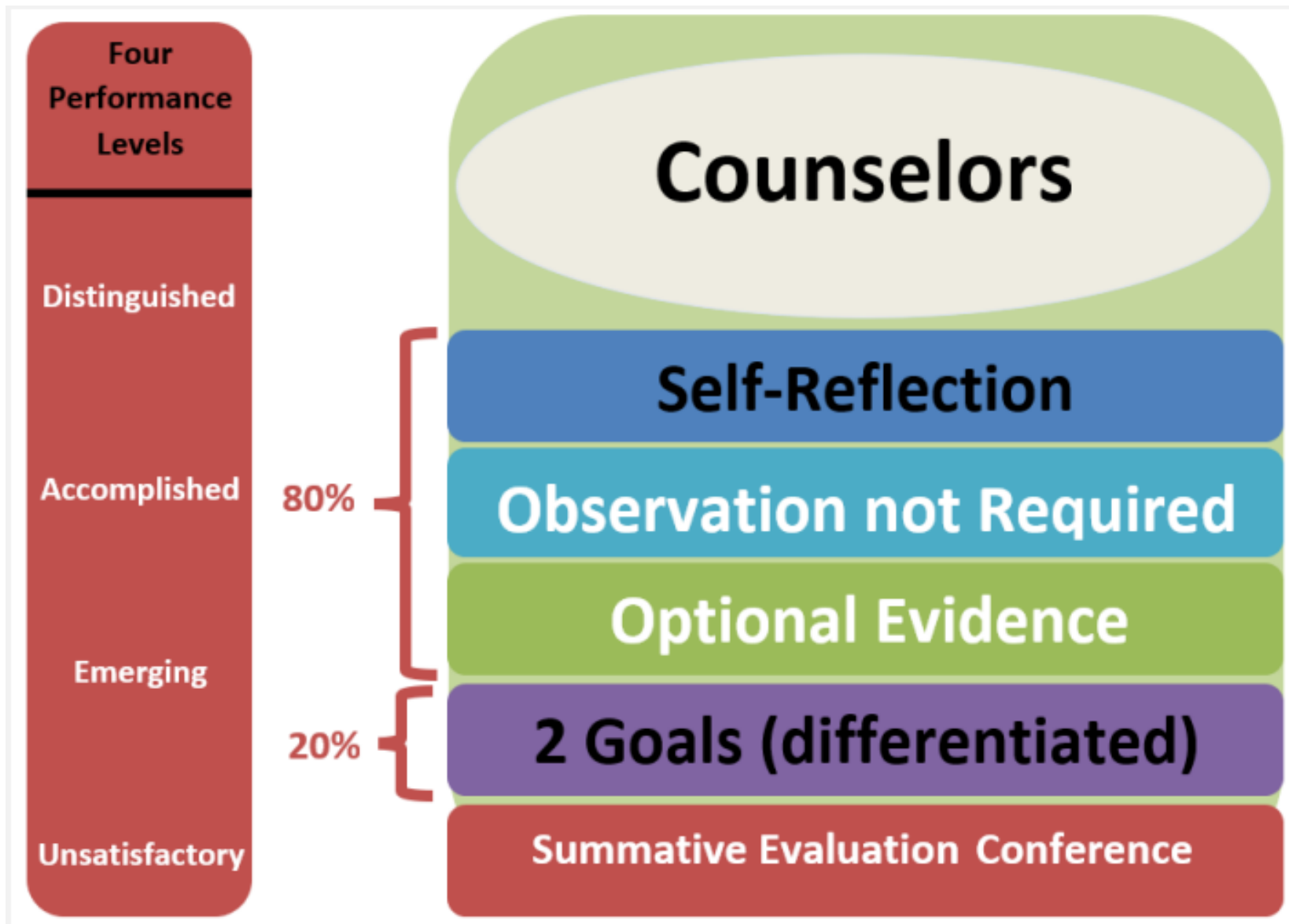
Distinguished	Accomplished	Emerging	Unsatisfactory

- West Virginia Counseling Program Model

- Evaluation elements require counselors to align practices and programs with the state model. The model can be found https://wvde.us/category/school-counselors/

Evaluation Process & Timelines

Step 1
» Review Program Audit to examine complete program and establish a program growth goal.
» Complete self-reflection and provide evidence. **Deadline is October 1**.

Step 2
» Develop two preliminary goals, SMART Goal and Student Impact Goal and participate in a goal-setting meeting with the principal.
» Finalize goals and action plans. **Deadline is November 1**.

Step 3
» Optional Mid-Year Progress Check. Principal or counselor may request a meeting to be **held between November 1 and January 1**.

Step 4
» Face-to-Face Meeting between counselor and principal. **Deadline is on or before June 15**.

West Virginia DEPARTMENT OF EDUCATION

Why complete a Self-Reflection?

- Ownership of professional growth

- Establish an understanding between evaluator and educator.
    - ✓ What are the expectations set for the school counselor?
    - ✓ Has the school counselor selected Accomplished or Emerging without thought to working towards Distinguished?

Evaluation Rubrics for Counselors

Standard 1: Program Planning, Design and Management

Standard 2: Program Delivery

Standard 3: Data Driven Accountability and Program Evaluation

Standard 4: Leadership and Advocacy

Standard 5: Professional Growth and Responsibilities

West Virginia DEPARTMENT OF EDUCATION

Focus on Growth

Element 1.1 - The school counselor assumes leadership in planning, designing and advocating for a balanced, comprehensive school counseling program aligned with the state model.

Distinguished	Accomplished	Emerging	Unsatisfactory
• designs, implements and disseminates a clear standards- based curriculum plan to comprehensively address all student needs through consistent use of all three domains.	• consistently designs a clear standards-based curriculum plan to address all three **domains**.	• provides a developed standards-based curriculum plan that will address components of all three domains.	• provides no evidence of a written standards- based curriculum plan to address all three domains.
• plans, designs and advocates for continuous improvement of a written comprehensive program that utilizes all delivery systems.	• consistently plans and designs a written comprehensive program utilizing all **delivery systems**.	• develops a written comprehensive program that is working toward utilizing all delivery systems.	• does not provide a written comprehensive program utilizing all delivery systems.
• ensures inclusion of the school counseling program in the school's strategic plan, assuring alignment with the West Virginia School Counseling Model, and designs and manages the program to ensure a comprehensive plan.	• consistently leads efforts to include the school counseling program in the school's strategic plan to assure alignment with the **West Virginia School Counseling Program Model**.	• reviews the school counseling program in the school's strategic plan to assess the strengths and weaknesses in alignment with the West Virginia School Counseling Model.	• provides no evidence of the school counseling program in the school's strategic plan to assure alignment with the West Virginia School Counseling Model.

West Virginia DEPARTMENT OF EDUCATION

Evidence

- What is evidence?
  - ✓ Materials/Data that support the determination of a rating

- When should evidence be collected?
  - ✓ Through the school year, but must be completed by Evaluation Conference

- Who collects the evidence?
  - ✓ May be collected by the educator <u>or</u> the evaluator.

- How much evidence is needed?
  - ✓ Can be as simple as a description with date/time.
  - ✓ Portfolios/Binders full of documentation are NOT NEEDED!!

West Virginia DEPARTMENT OF EDUCATION

Counselor Goal Setting

- 2 Goals
  - ✓ Student Impact Goal
  - ✓ Standard Element Goal

- Principal and school counselor have a goal setting meeting to finalize goals and discuss action steps/strategies for goal attainment

- Goals must be measurable, comparable across classrooms, and rigorous

Due in online system by November 1

West Virginia DEPARTMENT OF EDUCATION

Student Impact Goals

- Must relate to academic, career, or personal/social student standards
- May include areas such as:
  - Improving attendance
  - Decreasing discipline referrals
  - Decreasing retentions
  - Increasing parental engagement
  - Improving graduation rates
  - Decreasing dropout rates
  - Increasing Free Application for Federal Student Aid (FASFA)completion
  - Increasing social-emotional skills

Goal Alignment

- School counselors should not work in isolation
- Goals should be aligned with:
  - State goals/initiatives
  - District goals/initiatives/data outcomes
  - School goals/initiatives/data outcomes/mission statement/strategic plan
- Conduct needs assessments or review data to determine needs/goals
- Consider who and what will be impacted:
  - Academic, career, or personal/social?
  - All students, specific grade levels, multiple grade levels, at-risk students, high-risk students?
- Ensure there are two data points, so goals are measurable

Plan for Improvement

Focused Support Plan (FSP)

Corrective Action Plan (CAP)

Focused Support Plan (FSP)

⊘	Proactive, preventive
🖼	Documented evidence based on one or more of the elements / performance standards through observation and a purposeful conversation between educator and evaluator
✓	Expectations for change
👤	Nine-week timeline for implementation (can begin at anytime)
👤	Resources for Support
🖼	Between educator and evaluator

Conclusion of Nine-Week FSP

Meets Standards—Remove from FSP

Adequate Progress—Implement another FSP for nine more weeks

Inadequate Progress—Complete evaluation and initiate a Corrective Action Plan

West Virginia DEPARTMENT OF EDUCATION

Corrective Action Plan (CAP)

(9.1.b)

- When a Focused Support Plan results in inadequate progress and an evaluation is completed that shows unsatisfactory performance based on one or more of the standards <u>OR</u>

- When certain instances of misconduct as specified in West Virginia Code § 18A-2-8 may require immediate action and/or a Corrective Action Plan.

- May address unsatisfactory performance involving student learning goals when in conjunction with one or more of the standards.

Corrective Action Plan (CAP)

- Identified area of unsatisfactory performance with reference to a standard to be addressed
- 18-week timeline
- Resources for support
- UNSATISFACTORY PERFORMANCE ON A SINGLE ELEMENT CANNOT INITIATE A CAP

Conclusion of CAP

- If evidence does not demonstrate adequate progress has been made at the end of the 18-week period, termination for Unsatisfactory performance shall ensue.

West Virginia DEPARTMENT OF EDUCATION

WV Code §18A-2-8
Reasons for Suspension or Dismissal

Immorality	Incompetency	Cruelty	Insubordination	Intemperance
Willful neglect of duty	Unsatisfactory performance	The conviction of a felony	A guilty plea	A plea of nolo contendere to a felony charge

West Virginia DEPARTMENT OF EDUCATION

Unsatisfactory performance <u>in any area</u> of the Professional Conduct Standard results in an unsatisfactory rating of the standard.

STANDARD 7: PROFESSIONAL CONDUCT

Element 7.1: The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.

	Meets Standard	Below Standard	Unsatisfactory
Policy and Procedure	Adheres to state, district and school policy and procedure	Adheres to state, district and school policy and procedure with few exceptions	Demonstrates a pattern of violating state, district or school policy and procedure
Attendance	Adheres to state, district and school attendance policy and procedure	Adheres to state, district and school attendance policy and procedure with few exceptions	Demonstrates a pattern of absences that violate state, district or school attendance policy and procedure
Schedule	Adheres to state, district and school work schedule policy and procedure	Adheres to state, district and school work schedule policy and procedure with few exceptions	Demonstrates a pattern of failure to adhere to the work schedule defined by state, district or school policy and procedure
Respect	Interacts professionally with students, parents/ guardians, colleagues and community	Interacts professionally with students, parents/ guardians, colleagues and community with few exceptions	Demonstrates a pattern of behavior with students, parents/guardians, colleagues and/or community which is unprofessional

West Virginia DEPARTMENT OF EDUCATION

Summative Evaluation

- Completed prior to the last day for educators but no later than June 15th. Conference is conducted between evaluator and educator.

- Finalized at this time prior to the educator accepting an evaluation conference was held.

- Educator accepts a conference was held. Educator may also add an addendum to the evaluation within five days of acceptance.

- Resources:

West Virginia DEPARTMENT OF EDUCATION

Platform Access

- Wveis.k12.wv.us/edeval
- Office 365 username/password
- Use an updated browser

Resources

- https://wvde.us/school-improvement/resources-trainings/educator-evaluation/
  - Forms
  - Rubrics
  - Mini-sessions
  - Trainings