



Model for Practitioner Evaluation Manual

SCHOOL COUNSELOR

*Approved by Board of Education
August 28, 2002
Revised August 2008*

Model for Practitioner Evaluation

Guidelines and Process

for Traditional Evaluation

Step 1: Exchange Conference and Discussion of the Individual Professional Growth Plan

- To be held either in summer (voluntary) or early fall
- Prior to the Exchange Conference, each staff member will be provided with:
 - the Exchange Conference form
 - Individual Professional Growth Plan
 - Performance Indicators
 - corresponding Rubrics to review
- Ideally these should be individual meetings, but in some cases it may be appropriate to conduct these conferences in a group or team setting
- The practitioner should come prepared to discuss the area(s) of focus for the year
- The administrator and practitioner discuss the corresponding performance indicators and rubrics applicable to the area selected
- The practitioner circles the area(s) of focus on the Exchange Conference form
- The practitioner identifies the area(s) of focus on the Individual Professional Growth Plan and relates the individual plan to the site-based plan which reflects the district focus areas
- The administrator and practitioner sign the Exchange Conference form and send it to the Personnel Office
- The Individual Professional Growth Plan is completed by the practitioner and submitted to the administrator within two weeks after the Exchange Conference.

Step 2: Classroom Observation

- Probationary practitioners: minimum of two observations per year
- Tenured practitioners: minimum of one observation per year

Step 3: Post Observation Conference [after classroom observation(s)]

- The lesson(s) is jointly discussed with the practitioner and administrator
- Progress is discussed in the areas defined in the Exchange Conference (Rubrics and Performance Indicators will be used as a resource)
- The discussion will relate to the Performance Indicators, which are the standards for teaching
- The written observation form is completed and submitted to the Personnel Office

Step 4: Self-reflection/Review of the Individual Professional Growth Plan

- The practitioner completes this by the end of the school year
- The completed Self-reflection will be shared with the administrator at the Exchange Conference held in the summer or fall as the basis for goals for the following year

Discussion about practice is encouraged throughout the process; concerns should be addressed as they occur. The process, procedures, and forms associated with Assistance Plans and Corrective Action Plans will remain the same.

Guidelines and Process for Alternative Evaluation

STEP 1: By the second week of October **Exchange Conference**

The administrator and practitioner complete Exchange Conference document. This identifies the domains, elements, and performance indicators that they would like to focus on. The method of alternative evaluation option will be indicated. The Individual Professional Growth Plan is developed.

By the end of October **Individual Professional Growth Plan**

Practitioners must have Individual Professional Growth Plan turned in to school administrator.

STEP 2: By Last Week of January **Initial Progress Review (First Status Meeting)**

The administrator and practitioner meet to review progress. In the case of peer coaching, administrator and coaching pairs meet. A 10-15 minute conversation takes place. The administrator may take notes on status of alternative evaluation options and on evidence that identified areas from the exchange conference and Individual Professional Growth Plan are being addressed. Questions may include but are not limited to:

- As you reflect on your progress towards _____, how do you think it is going?
- How is _____ impacting your instruction?
- What evidence do you have?
- What have you learned so far?
- Can you (think, picture, imagine, feel) another way you could _____?
- What do you need to do next? How can I assist you?

At this point in the process, the practitioner may withdraw his/her intention to do the Alternative Evaluation and, in agreement with the administrator, he/she may be evaluated using the traditional method.

STEP 3: Beginning the First Week of April **Presentation/Practitioner Summary** **and Concluded by last week of April** **(Second Status Meeting)**

The administrator and practitioner(s) meet and review the work to date. The practitioner shares documented evidence of the identified areas of focus. The practitioner may also invite guests to participate in giving feedback or in observing the final presentation.

Questions may include but are not limited to:

- Clarifying questions on the impact the learning had on instructional practice and student learning.
- Next steps and future plans.

The practitioner provides a written summary of progress for the year (Part III of the Form). This includes comments about the alternative evaluation option experience process.

By the End of May **Administrator Final Summary Comments** **(Third Status Meeting)**

The administrator meets with the practitioner(s) for final review. The administrator completes the Alternative Evaluation Report Form (Part IV of the Form) using the evidence presented orally and in final products in the case of portfolio and action research. In the case of peer coaching, this review/final feedback piece would be done jointly with coaching pairs, and more personal aspects of the evaluation may be reviewed individually. The final work product belongs to the practitioner.

STEP 4: End of School Year **Self Reflection**

The practitioner completes the Self Reflection and shares it with the administrator.

Alternative Evaluation Report Form

Practitioner: _____

Teaching Assignment: _____

Building Assignment: _____ School Year: _____

I. Check Evaluation Option:

- Option 1 — Action Research
- Option 2 — Peer Coaching
- Option 3 — Portfolio
- Option 4 — National Board Certification

II. Timeline

Exchange Conference _____
Status Meeting (Jan.) _____
Status Meeting (Apr.) _____
Status Meeting (May) _____

Date Held

III. Practitioner Comments: Please summarize your progress.

IV. Administrator Comments: This section is designed for administrative feedback/acknowledgment.

Practitioner _____ Administrator _____ Signature _____

_____ Signature _____ Date _____

_____ Date _____

(Practitioner signature indicates only that this document has been discussed with the administrator. Practitioner has the right to attach his/her own statement within ten [10] workdays of the affixed date.)

Copies to: Practitioner, Principal, Personnel, Director/Supervisor

Revised: July 2005

Model for Practitioner Evaluation

Developing an Individual Professional Growth Plan

Review the District's target areas (curriculum, literacy, technology, assessment, diversity) and building's.



Review the nine (9) Evaluation Criteria (student development, content knowledge, preparation, instructional delivery, classroom management, student assessment, collaboration, professional qualities, reflective and responsive practices), corresponding Performance Indicators, and Rubrics.



Prioritize the nine (9) Evaluation Criteria for your Individual Growth Plan.



Choose 1 or 2 of the nine (9) Evaluation Criteria and complete your Individual Growth Plan including: **goals; impact on teaching and learning; and actions steps to achieve goals.**



Submit your Individual Professional Growth Plan to your building administrator within two weeks after the Exchange Conference.



Implement your Individual Professional Growth Plan.



By the end of the year, submit your Individual Professional Growth Plan with the completed Self-reflection to your building administrator and retain a copy.



Self-reflection will be used as the basis of the Individual Professional Growth Plan for the following year.

Model for Practitioner Evaluation

A Practitioner's Guide to Developing an Individual Professional Growth Plan

This planning guide is designed to assist you in developing your Individual Professional Growth Plan. The steps below will guide you through the planning process:

- A. Review the District's and your building's target areas.
- B. Based on your assessment and the review of the District's target areas (**Curriculum, Literacy, Technology, Assessment, Diversity**), and your building's school improvement plan, prioritize the Evaluation Criteria from 1-9, with 1 indicating your highest priority for growth.

Planning and Designing Instruction

- _____ 1. Student Development
_____ 2. Content Knowledge
_____ 3. Preparation

Instruction

- _____ 4. Instructional Delivery
_____ 5. Classroom Management
_____ 6. Student Assessment

Professional Responsibilities

- _____ 7. Collaboration
_____ 8. Professional Qualities
_____ 9. Reflective and Response Practice

- C. Choose 1 or 2 of the Evaluation Criteria and corresponding Performance Indicators and Rubrics that you can realistically achieve this school year and that will have the greatest impact on teaching and learning.
- D. Identify the impact on teaching and learning and action steps in preparation for your discussion with your administrator.

Possible action steps include:

- focused reading
- coaching
- team/department planning
- distance learning
- teach an inservice
- shadowing/visitations
- inservice courses
- action research
- on-line courses
- present a workshop/seminar
- college courses
- workshop /conference/seminar
- study group/collegial circle
- keep a reflective journal
- committee work

- E. Be sure to identify resources and/or staff members needed to support your Individual Professional Growth Plan.
- F. Complete the self-reflection to share with your administrator by the end of the school year. This self-reflection will be used as the basis for your Individual Professional Growth Plan for the next school year.

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

| Goals: | Action Steps/Resources to Achieve Goal (What Will You Do?) | Impact on Teaching and Learning |
|--------|---|---------------------------------|
| | | |

SAMPLE

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

| Goals: | Action Steps/Resources to Achieve Goal (What Will You Do?) | Impact on Teaching and Learning |
|--|---|--|
| <p>Focus on problem-solving and higher order thinking skills in instructional delivery on a consistent basis through the use of Connected Math (Instructional Delivery).</p> <p>Network with colleagues, support staff, and administration consistently (collaboration).</p> | <p>The students will be able to solve problems independently with any solution that works best for the student, accurately.</p> <p>The students will be able to access lesson goals with greater understanding.</p> | <ol style="list-style-type: none">1. Work with reading teacher to help student better understand math problems.2. More focused coaching with Kim Loukes, BOCES.3. Monitor/adjust lesson plans in Connected Math based on first year results. <ol style="list-style-type: none">1. Plan consistently with computer lab and reading teacher.2. Math Department meeting focused on sharing strategies to successfully implement Connected Math. |

SAMPLE

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

| Goals: | Action Steps/Resources to Achieve Goal (What Will You Do?) | Impact on Teaching and Learning |
|--|---|--|
| <p>Implement the Math Investigations program in my classroom.</p> <p>Collaborate with my team to support Investigations and a constructivist approach to math.</p> | <p>My understanding of mathematical thinking will be expanded.</p> <p>The students' math thinking and reasoning will be more clearly expressed through their participation in classroom activities.</p> | <p>Attend workshop/in-service.</p> <p>Work with my team to plan Investigations lessons. Use time during half-day workshops, Superintendent's Conference Day.</p> <p>Use CESAME Internet site that supports Investigations.</p> |

SAMPLE

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

| Goals: | Action Steps/Resources to Achieve Goal (What Will You Do?) | Impact on Teaching and Learning |
|---|--|--|
| <p>Regularly assess student learning in order to determine if the students have met the short-term instructional goals of a unit or lesson.</p> <p>Assess students to determine if curricular goals have been met.</p> <p>Modify instructional delivery if student assessment shows the need.</p> | <p>Assessments can be used to provide feedback for students.</p> <p>Appropriately given assessments aligned with meaningful and authentic instruction can be used to determine the direction of learning.</p> <p>According to Marzano's Classroom Instruction That Works, assessments are more likely to have a positive influence on student learning if time is set aside to make sure students understand what they did well and what they did not do well.</p> | <ol style="list-style-type: none">1. Use assessments that are aligned with lesson objectives.2. Develop a portfolio of research articles related to assessment.3. Include multiple forms of assessment:<ul style="list-style-type: none">— teacher/student— peer to peer— self-assessment— rubrics4. Take course on <i>EducationalImpact.com</i> relating to assessment. |

Model for Practitioner Evaluation

Individual Professional Growth Plan

Practitioner _____ Tenured _____ Non-Tenured _____

School _____ Grade/Subject _____

Date _____ Administrator _____

| Goals: | Action Steps/Resources to Achieve Goal (What Will You Do?) | Impact on Teaching and Learning |
|--|--|---|
| <p>Content Knowledge:</p> <ol style="list-style-type: none"> 1. The teacher shall demonstrate a thorough knowledge of the subject matter and curriculum relating to English Language Learning, Bilingual Education, and Sheltered Social Studies. 2. Use the curriculum to develop and design appropriate lessons and activities for students. 3. Effectively communicate the subject matter and curriculum to students, colleagues, and community. 4. Extend knowledge and continually learn about current developments and research in fields related to curriculum. 5. Make connections with other content areas: Math, Science, and Social Studies. | <ol style="list-style-type: none"> 1. My understanding of the subject matter and curriculum will be expanded. 2. The students will be able to demonstrate understanding of the subject matter and curriculum through their participation in classroom lessons, activities, and assessments. 3. I will be able to effectively communicate the subject matter and curriculum to students, colleagues, and community in order to explain and enhance what I do. 4. I will continue my own education in the subject matter and curriculum. 5. I will extend my knowledge of the subject matter and curriculum to Math, Science, and Social Studies classes. | <ol style="list-style-type: none"> 1. Expand my understanding of the subject matter and curriculum by taking "Teaching Content Areas in Spanish Bilingual Classrooms" through Nazareth College, "Native Language Arts" workshop and all related seminars through BOCES, and on-line programs through Educational Impact. 2. Monitor and adjust lesson plans, activities, and assessments as needed in order to assure student understanding. 3. Review and record daily objectives with students. Share best practices in subject matter and curriculum with colleagues. Make myself available to community members who may have questions or concerns regarding subject matter and curriculum. 4. Continue my own education through Nazareth College, BOCES, Educational Impact, and any available resources in the community or on-line. 5. Share what I learn with Math and Science colleagues. Implement what I learn in Sheltered Social Studies class. |

Exchange Conference Report Form

School Counselor _____ School _____

Exchange Conference Date _____ Probationary Period From _____ To _____

Tenured: Yes No Evaluation Option _____

Review of Evaluation Criteria: Please circle the criteria which were discussed at the Exchange Conference.

I. Informed Decision Making

A. Student Development

School counselors shall demonstrate knowledge of student development, an understanding and appreciation of diversity, and the regular application of developmentally appropriate strategies in working with students and teachers.

B. Planning

The school counselor will demonstrate a thorough knowledge of the curriculum in order to assist parents and students with academic issues, plan for academic transitions, and help students and parents recognize academic strengths and weaknesses.

C. Understanding

School counselors will demonstrate the use of appropriate techniques and strategies while working with students, helping them discover their unique interests, aptitudes, and talents in support of their educational goals.

II. Communication

A. Forums

School counselors will organize and facilitate opportunities for parents, students, and teachers to exchange information on student performance, educational planning, and career opportunities.

II. Communication – contd.

B. Information Dissemination

The school counselor will demonstrate the ability to understand and utilize information from academic assessments, standardized tests, and other sources of information as warranted.

C. Instructional Delivery

The school counselor will demonstrate the delivery of the SCSD career education curriculum, using interactive and developmentally appropriate strategies resulting in a high level of student involvement and learning.

III. Professional Responsibilities

A. Collaboration

The school counselor shall demonstrate that he or she develops collaborative relationships with students, teachers, parents, administrators, and community resources to meet the educational, social, and emotional needs of students.

B. Professional Qualities

School counselors are expected to practice and promote ethical and professional behavior to positively contribute to their own school and reflect positively upon the professionalism of the Syracuse City School District.

C. Reflective and Responsive Practice

The school counselor shall engage in reflective and responsive activities that will contribute to their individual growth plan.

Signature of Administrator

Date

Signature of School Counselor

Date

Assistance Plan for Improvement/Collaborative Conversation

If a concern is identified during the Evaluation Conference, or at another time, which will be included on the Evaluation Report Form, then an Assistance Plan must be developed for the practitioner to use. The Assistance Plan for Improvement is the initial level to resolve a concern before it becomes a deficiency which requires a Corrective Action Plan. It is the first notice to a practitioner that improvement of performance must take place. The first Assistance Plan should be jointly developed by the practitioner and administrator. The practitioner may request representation at these meetings. However, the practitioner may decide which strategies and resources are to be used. In any case, the practitioner will receive a draft of the Assistance Plan at the Evaluation Conference. A date for the next written evaluation will be discussed and established. If possible, this date should be mutually agreed upon.

At the next evaluation conference following the implementation of an Assistance Plan, the discussion will focus on what improvement has been made.

- If the concern(s) has been resolved and no new concern(s) has to be addressed, a satisfactory evaluation shall be issued.
- If the concern(s) has been resolved, but a new concern(s) has been identified, a new Assistance Plan must be written.
- If the concern(s) still exists, even though data shows some significant and/or consistent improvement, the Assistance Plan shall be continued.
- If insufficient or no improvement can be documented, the practitioner and administrator will jointly develop a plan for further assistance. The possible implementation of a Corrective Action will be discussed at this time. A date for the next written evaluation will be discussed and established.
- If resolution or improvement is not shown by the next evaluation conference, Corrective Action will be implemented.

The Assistance Plan for Improvement for tenured practitioners must reach resolution or proceed to the next level within one calendar year from the identification of the concern(s).

Regarding probationary practitioners: The time limits and procedures contained herein shall not preclude the District from exercising its rights pursuant to Section 3031 of Education Law.¹ The resources available under the Assistance and Corrective Action Plans shall be available to all practitioners regardless of tenure status.

¹ Refer to Contractual Agreement – Unit One, Article 6, *Teachers Rights and Responsibilities*, Section E.

Syracuse City School District

Assistance Plan for Improvement/Collaborative Conversation

Practitioner _____ School/Building _____ Exchange Conference Date ___/___/___

Probationary Period From _____ To _____ Tenured: Yes No Observation Date ___/___/___

Evaluation Conference Date ___/___/___ Assistance Plan Implementation Date ___/___/___

| Concern(s) | Strategies | Resource Person(s) and Material(s): | Desired Outcome |
|------------|------------|-------------------------------------|-----------------|
| | | | |

Next Scheduled Evaluation: ___/___/___

The practitioner gives permission for a copy of this Assistance Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.

_____/_____/_____
Signature of Administrator *Date*

_____/_____/_____
Signature of Practitioner *Date*

Corrective Action Plan

A Corrective Action Plan, the next level for resolving a problem related to a practitioner's performance, is implemented when efforts to use the Assistance Plan have not been effective or when a previous Corrective Action Plan needs to be repeated. Corrective Action shall be implemented by an administrator after notifying the Director of Personnel. This plan may be used more than once.

The Corrective Action Plan will be jointly discussed and developed by the practitioner and the administrator. Lack of joint agreement shall not preclude development of a plan by an administrator. In any case, the practitioner will receive a draft of the Corrective Action Plan at the Evaluation Conference. A copy of the plan shall be sent to the Director of Personnel, who shall notify the Syracuse Teachers Association that Corrective Action has been implemented. With the practitioner's permission, a copy will be sent to the Association.

After the implementation of Corrective Action, another evaluation conference must take place between two and three months.² This conference will result in:

- A satisfactory evaluation if the deficiency(ies) has been resolved
- Continuation of the Corrective Action Plan if the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement
- A written evaluation documenting insufficient or no improvement. As a result, the Corrective Action Plan will be continued and/or revised. The administrator will contact the Director of Personnel, who shall meet with the practitioner to discuss the implementation of the termination process.³ The practitioner may request Syracuse Teachers Association or other representation at this meeting.

At the next evaluation conference, the following should occur:

- If the deficiency(ies) has been resolved, a satisfactory evaluation shall be issued.
- If the deficiency(ies) still exists, even though data shows some significant and/or consistent improvement, Correction Action shall continue, with another evaluation conference scheduled within 90 days.
- If insufficient or no improvement can be documented, for tenured practitioners, the termination process³ shall begin with a written notice of Intent to Dismiss from the Superintendent of Schools.

Corrective Action should reach resolution or proceed to the next level, the termination process, within one calendar year from implementation of the Corrective Action Plan.

² Exclusive of July and August.

³ Refer to Contractual Agreement – Unit One, Article 26, *Grievance Procedure*

Corrective Action Plan

Practitioner _____ School/Building _____

Exchange Conference Date _____ Probationary Period From _____ To _____

Tenured Yes No Observation Date _____ Evaluation Conference Date _____

Corrective Action Implementation Date _____

Deficiency(ies):

Strategies:

Resource Person(s) and Material(s):

Desired Outcome:

Next Scheduled Evaluation:

-
- The practitioner gives permission for a copy of this Corrective Action Plan to be forwarded to the Syracuse Teachers Association by the Director of Personnel.

Signature of Administrator

Date

Signature of Practitioner

Date

Self-Reflection

One of the goals of the evaluation process is to allow both the administrator and practitioner to interact and share areas of strength, accomplishments, and areas of continued growth. In order to do this, an annual self-reflection will be completed and shared with the administrator.

This self-reflection will allow the practitioner to focus on accomplishments during this school year, based on the evaluation criteria.

Signature _____

Date ____/____/____

SUPPLEMENTAL MATERIALS

I. Informed Decision Making

- A. *Student Development*** – Counselors need to understand the developmental stages of their students and apply this knowledge to relationship building. By understanding, recognizing, and appreciating the diversity of their students, counselors are able to employ strategies which are beneficial for all learners and result in student achievement. Counselors demonstrate a sound knowledge of the developmental needs of students when they:
- Communicate with stakeholders the developmental needs of students.
 - Demonstrate knowledge, understanding, and respect for cultural and individual differences.
 - Demonstrate through guidance program design an awareness of the cognitive, social, and emotional needs of students.
 - Establish appropriate relationships with students, recognizing the variety of learning styles and developmental stages they share.
- B. *Planning*** – School counselors must be knowledgeable in curriculum and graduation requirements. These competencies can be demonstrated in a variety of ways including individual conferences with students’ parents and administrators, public meetings, and in the classroom. Counselors indicate knowledge of the curriculum and graduation requirements when they:
- Design activities that explain the New York State graduation requirements to students and parents.
 - Demonstrate knowledge of the overall curriculum and its relationship to student goals by giving accurate information to all stakeholders.
 - Effectively communicate the relevancy of curricular activities and future goals for students.
 - Participate in the design and development of transition activities for students and parents as they progress through elementary, middle, and high school.
 - Conduct meetings with individual students and parents to create or modify the academic four-year planner.
- C. *Understanding*** – Helping students identify and develop their unique talents and abilities is critical to their function. The relationship between students’ changing interests and short-term and long-term goals is key to providing appropriate course selection, college and career planning, and referral services as needed. Counselors demonstrate this competency when they:
- Utilize available and appropriate resources to explore students’ aptitudes, interests, and abilities.
 - Develop short-term and long-term goals in conjunction with the New York State graduation requirements, the SCSD curricula, and the needs of each student.
 - Make available to students, parents, and school personnel information useful in understanding educational and career opportunities.
 - Help parents develop an understanding of a student’s educational strengths and weaknesses. Assist parents in establishing educational and career goals and finding resources to meet these goals.
 - Communicate regularly with families regarding student progress and address concerns in a timely manner.
 - Provide opportunity for students to take aptitude, interest, and college surveys which will enhance their ability to make decisions regarding courses, careers, and colleges.

PERFORMANCE INDICATORS

SCHOOL COUNSELOR

II. Communication

- A. *Forums*** – School counselors find a variety of avenues to communicate information to all stakeholders. The delivery systems must allow for two-way communication and understanding, while providing accurate and up-to-date data. Counselors demonstrate competence in this area when they:
- Provide group counseling to students for problems that normally occur when growing up.
 - Facilitate transition programs for students moving from elementary to middle school and high school.
 - Provide individual counseling opportunities for students to explore problems that interfere with the learning process.
 - Participate in building and district-wide meetings on students with special needs.
 - Distribute and review the “course description” book on a yearly basis.
 - Meet with all senior level students to review testing and graduation requirements.
 - Arrange and participate in parent, teacher, and student conferences.
 - Contribute information to team meetings that will improve student achievement.
 - Communicate with other pupil service professionals in making referrals to outside agencies for students and families in need.
- B. *Information Dissemination*** – School counselors administer, analyze, and interpret testing information for students, parents, and staff as appropriate. The ability to decipher and communicate testing results can contribute to a positive learning environment. Counselors demonstrate competence in this area when they:
- Assist in testing in accordance with the city-wide testing program.
 - Maintain testing records for graduation requirements, college admission testing, and other grade level testing in middle school.
 - Provide information to high school students on college and pre-college assessments.
 - Contribute to building-level School Based Intervention Teams, Committee on Special Education meetings, and other meetings where academic interventions are discussed and recommended.
 - Provide and interpret testing information in parent conferences as appropriate.
- C. *Instructional Delivery*** – The methods counselors employ in delivering career education are designed to make a positive impact on student learning. Counselors demonstrate competence in this area when they:
- Design career education activities based on the learning style and developmental levels of students.
 - Use a variety of instructional strategies in the implementation of career education.
 - Encourage effective dialogue, student questions, and responses while teaching career education.
 - Emphasize the relevance of career education while establishing links between the core curriculum and future endeavors.
 - Present information in an organized manner with clear transitions.

PERFORMANCE INDICATORS

SCHOOL COUNSELOR

III. Professional Responsibilities

- A. *Collaboration*** – Cooperation, collaboration, and communication among the staff members, parents, students, support staff, and administration is essential for the smooth operation of the school. This collaboration is essential in order to strengthen relationships between staff, community, and students, with the goal of improving student achievement. Teachers demonstrate collaboration when they:
- Promote collaborative efforts within the school and facilitate relationships between the school and the community at large.
 - Network with colleagues, support staff, and administration to better meet the needs of students.
 - Demonstrate effective interpersonal skills.
 - Communicate regularly with families with regard to students' progress, and address concerns in a timely and sensitive manner.
- B. *Professional Qualities*** – Counselors are expected to practice and promote ethical and professional behavior in order to positively contribute to their own school building, but also to positively reflect upon the professionalism of the Syracuse City School District. Counselors demonstrate this when they:
- Are punctual and regular in attendance.
 - Promote and implement the school's mission and goals.
 - Are timely and accurate in record keeping.
 - Are ethical in the use of confidential information.
 - Demonstrate professional conduct and integrity in the classroom and school community.
 - Follow Syracuse City School District policies and procedures related to their own conduct, job duties, and responsibility for students.
 - Demonstrate an ability to communicate effectively, both orally and in writing.
 - Are members of professional local, state and/or national organizations as related to school counseling.
 - Take steps to ensure a safe and secure learning environment.
- C. *Reflective and Responsive Practice*** – Effective school counselors regularly assess their program and its impact on the students and the school community. The willingness and the initiative to adjust activities and strategies to meet student needs are critical to strong school counseling programs. Counselors demonstrate this when they:
- Seek out relevant opportunities for professional development.
 - Are able to incorporate supervisory suggestions into their professional behavior.
 - Discuss professional practices with peers.
 - Analyze student achievement data and make suggestions where appropriate in instructional program to achieve desired outcomes for students.
 - Advocate for the guidance program and its importance, yet are flexible in implementing new strategies to meet student needs.

PERFORMANCE INDICATORS Rubrics of Performance Indicators – School Counselor SCHOOL COUNSELOR

DOMAIN I: INFORMED DECISION MAKING

ELEMENT A: STUDENT DEVELOPMENT

Rubrics

The rubrics have been developed as a continuum reflecting one's professional performance and as such can be viewed as a collection of descriptors.

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|-----------------------------------|-------------------|---|---|
| consistently | frequently | demonstrates growth | needs significant support |
| exemplary | usually | willing to try | seldom |
| customarily | systematically | begins to implement | hardly ever |
| almost always | routinely | needs additional support | not/never |
| | typically | | rarely |

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|---|--|---|---|
| <ul style="list-style-type: none"> • Consistently demonstrates knowledge of student development by applying a wide variety of appropriate strategies when working with students and staff. | <ul style="list-style-type: none"> • Frequently demonstrates knowledge of student development by applying a variety of appropriate strategies when working with students and staff. | <ul style="list-style-type: none"> • Demonstrates growth in understanding student development by applying a variety of appropriate strategies when working with students and staff. | <ul style="list-style-type: none"> • Needs significant support to demonstrate knowledge of student development by applying a variety of appropriate strategies when working with students and staff. |
| <ul style="list-style-type: none"> • Consistently demonstrates knowledge and respect for the issues of cultural understanding and diversity. | <ul style="list-style-type: none"> • Frequently demonstrates knowledge and respect for the issues of cultural understanding and diversity. | <ul style="list-style-type: none"> • Demonstrates growth in the issues of cultural understanding and diversity. | <ul style="list-style-type: none"> • Needs significant support to demonstrate knowledge and respect for the issues of cultural understanding and diversity. |
| <ul style="list-style-type: none"> • Consistently establishes relationships with students that reflect a complete understanding of the developmental stage and needs of each child. | <ul style="list-style-type: none"> • Frequently establishes relationships with students that reflect a complete understanding of the developmental stage and needs of each child. | <ul style="list-style-type: none"> • Demonstrates growth in establishing relationships with students that reflect a complete understanding of the developmental stage and needs of each child. | <ul style="list-style-type: none"> • Needs significant support to establish relationships with students that reflect a complete understanding of the developmental stage and needs of each child. |

DOMAIN I: INFORMED DECISION MAKING
ELEMENT B: PLANNING

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|---|---|--|--|
| <ul style="list-style-type: none"> Consistently demonstrates an understanding of the curriculum and can translate that understanding into plans for student transitions. | <ul style="list-style-type: none"> Frequently demonstrates an understanding of the curriculum and can translate that understanding into plans for student transitions. | <ul style="list-style-type: none"> Demonstrates growth in an understanding of the curriculum and can translate that understanding into plans for student transitions. | <ul style="list-style-type: none"> Needs significant support with demonstrating an understanding of the curriculum and can translate that understanding into plans for student transitions. |
| <ul style="list-style-type: none"> Consistently designs activities that communicate the relevancy of curricular goals to all stakeholders. | <ul style="list-style-type: none"> Frequently designs activities that communicate the relevancy of curricular goals to all stakeholders. | <ul style="list-style-type: none"> Demonstrates growth in designing activities that communicate the relevancy of curricular goals to all stakeholders. | <ul style="list-style-type: none"> Needs significant support to design activities that communicate the relevancy of curricular goals to all stakeholders. |
| <ul style="list-style-type: none"> Consistently conducts meaningful four-year planner conferences that provide academic and career information. | <ul style="list-style-type: none"> Frequently conducts meaningful four-year planner conferences that provide academic and career information. | <ul style="list-style-type: none"> Demonstrates growth in conducting meaningful four-year planner conferences that provide academic and career information. | <ul style="list-style-type: none"> Needs significant support to conduct meaningful four-year planner conferences that provide academic and career information. |

26 **DOMAIN I: INFORMED DECISION MAKING**
ELEMENT C: Understanding

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|--|--|---|---|
| <ul style="list-style-type: none"> Consistently demonstrates a variety of techniques, which help students identify educational goals. | <ul style="list-style-type: none"> Frequently demonstrates a variety of techniques, which help students identify educational goals. | <ul style="list-style-type: none"> Demonstrates growth in the use of a variety of techniques, which help students identify educational goals. | <ul style="list-style-type: none"> Needs significant support in demonstrating a variety of techniques, which help students identify educational goals. |
| <ul style="list-style-type: none"> Consistently provides accurate and up-to-date information on educational and career opportunities to parents and students. | <ul style="list-style-type: none"> Frequently provides accurate and up-to-date information on educational and career opportunities to parents and students. | <ul style="list-style-type: none"> Demonstrates growth and provides accurate and up-to-date information on educational and career opportunities to parents and students. | <ul style="list-style-type: none"> Needs significant support in providing accurate and up-to-date information on educational and career opportunities to parents and students. |
| <ul style="list-style-type: none"> Consistently communicates information on student progress to parents in a timely fashion. | <ul style="list-style-type: none"> Frequently communicates information on student progress to parents in a timely fashion. | <ul style="list-style-type: none"> Demonstrates growth in communicating information on student progress to parents in a timely fashion. | <ul style="list-style-type: none"> Needs significant support in communicating information on student progress to parents in a timely fashion. |

DOMAIN II: COMMUNICATION
ELEMENT A: Forums

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|---|---|---|--|
| <ul style="list-style-type: none"> Consistently provides opportunities for parents, students, and teachers to exchange information on student performance, educational planning, and career opportunities. | <ul style="list-style-type: none"> Frequently provides opportunities for parents, students, and teachers to exchange information on student performance, educational planning, and career opportunities. | <ul style="list-style-type: none"> Demonstrates growth and opportunities for parents, students, and teachers to exchange information on student performance, educational planning, and career opportunities. | <ul style="list-style-type: none"> Needs significant support in providing opportunities for parents, students, and teachers to exchange information on student performance, educational planning, and career opportunities. |
| <ul style="list-style-type: none"> Consistently provides interventions for students as they encounter problems normally faced while growing up. Makes referrals to appropriate agencies as necessary. | <ul style="list-style-type: none"> Frequently provides interventions for students as they encounter problems normally faced while growing up. Makes referrals to appropriate agencies as necessary. | <ul style="list-style-type: none"> Demonstrates growth in providing interventions for students as they encounter problems normally faced while growing up. Makes referrals to appropriate agencies as necessary. | <ul style="list-style-type: none"> Needs significant support to provide interventions for students as they encounter problems normally faced while growing up. Makes referrals to appropriate agencies as necessary. |
| <ul style="list-style-type: none"> Consistently participates in the planning of transition programs for students as they move from school to school. | <ul style="list-style-type: none"> Frequently participates in the planning of transition programs for students as they move from school to school. | <ul style="list-style-type: none"> Demonstrates growth while participating in the planning of transition programs for students as they move from school to school. | <ul style="list-style-type: none"> Needs significant support to participate in the planning of transition programs for students as they move from school to school. |
| <ul style="list-style-type: none"> Consistently contributes to meetings regarding special needs students and graduation requirements. | <ul style="list-style-type: none"> Frequently contributes to meetings regarding special needs students and graduation requirements. | <ul style="list-style-type: none"> Demonstrates growth contributing to meetings regarding special needs students and graduation requirements. | <ul style="list-style-type: none"> Needs significant support to contribute to meetings regarding special needs students and graduation requirements. |

DOMAIN II: COMMUNICATION
ELEMENT B: Information Dissemination

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|---|---|---|--|
| <ul style="list-style-type: none"> Consistently keeps accurate records and provides information to parents, students, and teachers on graduation requirements, testing information, and pre-college and college assessments. | <ul style="list-style-type: none"> Frequently keeps accurate records and provides information to parents, students, and teachers on graduation requirements, testing information, and pre-college and college assessments. | <ul style="list-style-type: none"> Demonstrates growth in keeping accurate records and provides information to parents, students, and teachers on graduation requirements, testing information, and pre-college and college assessments. | <ul style="list-style-type: none"> Needs significant support to keep accurate records and provides information to parents, students, and teachers on graduation requirements, testing information, and pre-college and college assessments. |
| <ul style="list-style-type: none"> Consistently interprets school-wide and standardized test information to parents, students, and teachers for use in decision making and planning. | <ul style="list-style-type: none"> Frequently interprets school-wide and standardized test information to parents, students, and teachers for use in decision making and planning. | <ul style="list-style-type: none"> Demonstrates growth in interpreting school-wide and standardized test information to parents, students, and teachers for use in decision making and planning. | <ul style="list-style-type: none"> Needs significant support to interpret school-wide and standardized test information to parents, students, and teachers for use in decision making and planning. |

DOMAIN II: COMMUNICATION
ELEMENT C: Instructional Delivery

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|--|--|---|---|
| <ul style="list-style-type: none"> Consistently delivers career education to students using developmentally appropriate strategies. | <ul style="list-style-type: none"> Frequently delivers career education to students using developmentally appropriate strategies. | <ul style="list-style-type: none"> Demonstrates growth in providing career education to students using developmentally appropriate strategies. | <ul style="list-style-type: none"> Needs significant support to provide career education to students using developmentally appropriate strategies. |
| <ul style="list-style-type: none"> Consistently makes connections between the relevance of career education, the core curriculum, and the student's future endeavors. | <ul style="list-style-type: none"> Frequently makes connections between the relevance of career education, the core curriculum, and the student's future endeavors. | <ul style="list-style-type: none"> Demonstrates growth in making connections between the relevance of career education, the core curriculum, and the student's future endeavors. | <ul style="list-style-type: none"> Needs significant support to make connections between the relevance of career education, the core curriculum, and the student's future endeavors. |

DOMAIN III: PROFESSIONAL RESPONSIBILITIES

ELEMENT A: Collaboration

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|--|--|--|--|
| <ul style="list-style-type: none"> Consistently promotes collaborative efforts within the school and facilitates relationships between the school and the community at large. | <ul style="list-style-type: none"> Frequently promotes collaborative efforts within the school and facilitates relationships between the school and the community at large. | <ul style="list-style-type: none"> Demonstrates growth in promoting collaborative efforts within the school and facilitating relationships between the school and the community at large. | <ul style="list-style-type: none"> Needs significant support to promote collaborative efforts within the school and facilitating relationships between the school and the community at large. |
| <ul style="list-style-type: none"> Consistently networks with colleagues, support staff, and administration to better meet the needs of students. | <ul style="list-style-type: none"> Frequently networks with colleagues, support staff, and administration to better meet the needs of students. | <ul style="list-style-type: none"> Demonstrates growth in networking with colleagues, support staff, and administration to better meet the needs of students. | <ul style="list-style-type: none"> Needs significant support to network with colleagues, support staff, and administration to better meet the needs of students. |
| <ul style="list-style-type: none"> Consistently demonstrates effective interpersonal skills. | <ul style="list-style-type: none"> Frequently demonstrates effective interpersonal skills. | <ul style="list-style-type: none"> Occasionally demonstrates effective interpersonal skills. | <ul style="list-style-type: none"> Needs significant support in effective interpersonal skills. |

DOMAIN III: PROFESSIONAL RESPONSIBILITIES

ELEMENT B: Professional Qualities

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|--|--|---|---|
| <ul style="list-style-type: none"> Consistently practices ethical and professional counseling standards as outlined by the New York State and National School Counseling organizations. | <ul style="list-style-type: none"> Frequently practices ethical and professional counseling standards as outlined by the New York State and National School Counseling organizations. | <ul style="list-style-type: none"> Demonstrates growth in practicing ethical and professional counseling standards as outlined by the New York State and National School Counseling organizations. | <ul style="list-style-type: none"> Needs significant support to promote collaborative efforts within the school and facilitates relationships between the school and the community at large. |
| <ul style="list-style-type: none"> Consistently communicates and implements the school's mission and goals in a professional and effective manner. | <ul style="list-style-type: none"> Frequently communicates and implements the school's mission and goals in a professional and effective manner. | <ul style="list-style-type: none"> Demonstrates growth in communicating and implementing the school's mission and goals in a professional and effective manner. | <ul style="list-style-type: none"> Needs significant support to communicate and implement the school's mission and goals in a professional and effective manner. |

30 **DOMAIN III: PROFESSIONAL RESPONSIBILITIES**
ELEMENT C: Reflective and Responsive Practices

| <i>MEETS THE STANDARDS</i> | | <i>SHOWS GROWTH IN MEETING THE STANDARDS</i> | <i>DOES NOT MEET THE STANDARDS</i> |
|---|---|--|---|
| <ul style="list-style-type: none"> Consistently seeks out opportunities for professional development to enhance the building-wide and District guidance program. | <ul style="list-style-type: none"> Frequently seeks out opportunities for professional development to enhance the building-wide and District guidance program. | <ul style="list-style-type: none"> Occasionally seeks out opportunities for professional development to enhance the building-wide and District guidance program. | <ul style="list-style-type: none"> Seldom seeks out opportunities for professional development to enhance the building-wide and District guidance program. |
| <ul style="list-style-type: none"> Consistently analyzes both building and District-wide achievement data to make appropriate recommendations in order to achieve desired outcomes. | <ul style="list-style-type: none"> Frequently analyzes both building and District-wide achievement data to make appropriate recommendations in order to achieve desired outcomes. | <ul style="list-style-type: none"> Demonstrates growth in analyzing both building and District-wide achievement data to make appropriate recommendations in order to achieve desired outcomes. | <ul style="list-style-type: none"> Seldom demonstrates growth in analyzing both building and District-wide achievement data to make appropriate recommendations in order to achieve desired outcomes. |
| <ul style="list-style-type: none"> Consistently advocates for the guidance program, makes suggestions for improvement, and is flexible in implementing new strategies to meet student needs. | <ul style="list-style-type: none"> Frequently advocates for the guidance program, makes suggestions for improvement, and is flexible in implementing new strategies to meet student needs. | <ul style="list-style-type: none"> Demonstrates growth in advocating for the guidance program, makes suggestions for improvement, and is flexible in implementing new strategies to meet student needs. | <ul style="list-style-type: none"> Seldom demonstrates growth in advocating for the guidance program and in making suggestions for improvement; is seldom flexible in implementing new strategies to meet student needs. |

Glossary

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| <i>ACTION PLAN</i> | A school’s program for improving student performance. Includes analysis of relevant data, identification of needs, clear goals and tasks, and roles and responsibilities. |
| <i>ACTION RESEARCH</i> | Allows a practitioner to identify problems in their own classroom, investigate those problems in a systematic way, raise questions about teaching and learning, and have the opportunity to share findings with colleagues. |
| <i>APPRECIATION OF DIVERSITY</i> | Recognition, understanding, and respect of similarities and differences in gender, age, race, ethnicity, and learning style, socioeconomic status, ability, and disability. |
| <i>ASSESSMENT</i> | The process of quantifying, describing, gathering data about, or giving feedback about performance. Assessment results are used to identify instructional practices that should be improved, to focus professional development for practitioners, and to supply new or different instructional resources for learners. |
| <i>ASSESSMENT PLAN</i> | A set of choices regarding how student learning will be assessed in relation to identified standards and criteria. |
| <i>ASSISTANCE PLAN FOR IMPROVEMENT</i> | The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s). |
| <i>AUTHENTIC ASSESSMENT</i> | The process of gathering evidence and documentation of a student’s learning and growth in ways that resemble “real life” as closely as possible (e.g., a driving test, a presentation to a board on a “real” issue). To measure growth and progress, students’ work is compared to their previous work rather than to the work of others. Authentic assessment is based on what the child actually does in a variety of contexts at points throughout the school year. Authentic work represents the student’s application, not mere acquisition, of knowledge and skills. Authentic assessment also engages students in the activity and reflects best instructional activities. |
| <i>COLLABORATION</i> | To work jointly with others in an intellectual endeavor, being cooperative and willing to assist. |
| <i>COLLABORATIVE CONVERSATION</i> | The negotiated document which provides written strategies developed by the practitioner and administrator to resolve a concern(s). |

Glossary

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| COMMUNICATION | A process by which information is exchanged, verbal or written, between individuals. |
| COMMUNITY | An interacting population with a common interest in a particular area. |
| CONCERN | The initial written identification of a problematic situation or condition related to the evaluation criteria. This concern(s) is the focus of the Assistance Plan for Improvement. |
| CONSULTANT TEACHER | An experienced tenured teacher who works under the supervision of the PAR Panel, provides support and guidance to the first year intern, and is responsible for the formal evaluation. |
| CORRECTIVE ACTION PLAN | The negotiated document which provides written strategies developed by the practitioner and administrator to correct a deficiency(ies). The document is developed if outcomes of the Collaborative Conversation/ Assistance Plan have not been met. |
| DATA COLLECTION | Records and reports of formal and informal observations, experiences, and events. Data are artifacts, facts or figures from which conclusions may be drawn. Data become information when they are put to use, as for planning and decision making. |
| DEFICIENCY | An area where a practitioner is not meeting standards. |
| EVALUATION | Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria. Evaluations are usually based on multiple sources of information. The terms “evaluation” and “assessment” are often used interchangeably. |
| EVALUATION CONFERENCE | A meeting between an administrator and the practitioner to review and discuss the practitioner’s overall performance. |
| EVALUATION REPORT | The written documentation of a practitioner’s overall performance based on information shared at the evaluation conference. |
| EXCHANGE CONFERENCE | An annual, non-data-collecting meeting between the practitioner(s) and an administrator to discuss the criteria for evaluation. |
| INTENT TO DISMISS | A formal written notice by the superintendent. |

Glossary

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| <i>INTERN</i> | A first year teacher. |
| <i>INDIVIDUAL PROFESSIONAL GROWTH PLAN</i> | Individuals identify goals for professional growth based on district and school goals using Performance Indicators as a base. Rubrics are used as a resource. Action steps are developed to meet these goals. |
| <i>MENTOR</i> | One who works with a staff member in a non-evaluative role to acclimate them to the District’s policies, procedures, and performance indicators. |
| <i>MENTOR TEACHER INTERN PROGRAM (MTIP)</i> | A year-long program for first or second year practitioners to work with an experienced tenured practitioner as a confidential mentor using time for job-embedded professional development. |
| <i>MULTIPLE DATA SOURCES</i> | Use of more than one source of feedback in practitioner evaluation process to achieve a varied representation of practitioner performance. |
| <i>NATIONAL BOARD CERTIFICATION</i> | Rigorous process through which practitioner demonstrates their expertise in a given content area or field. |
| <i>NETWORKING</i> | The exchange of information or services among individuals, groups, or institutions. |
| <i>OUTCOME</i> | Those items or tasks for which students must create a response or answer (e.g., a written or oral answer, a product, or a performance). |
| <i>PACING</i> | The deliberate movement of lesson activities to ensure maximum student participation. |
| <i>PEDAGOGY</i> | The art, science, or profession of teaching. |
| <i>PEER ASSISTANCE AND REVIEW PANEL</i> | The PAR Panel is the governing body of the PAR Program. The Panel consists of five appointed union representatives named by STA and four appointed management representatives named by the Superintendent of Schools in consultation with SAAS. |
| <i>PEER ASSISTANCE AND REVIEW PROGRAM (PAR)</i> | The Peer Assistance and Review Program (PAR) is a cooperative union management program of teacher evaluation for first-year teachers (interns). |

Glossary

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| PEER COACHING | A process of providing specific, immediate feedback to a person with the same job description or authority base about areas needing refinement and helping the peer generate options for refining a skill, strategy, or concept. |
| PEER EVALUATION <i>(Peer Assistance & Review)</i> | A process by which peers conduct formative and summative evaluation of their colleagues. |
| PERFORMANCE INDICATOR | A measure that describes performance related to teaching standards. |
| PROFESSIONAL PARTNER | One who works collegially with any non-tenured staff member not in a formal support program. |
| PORTFOLIO REVIEW | A portfolio is a folder, album, or storage container of artifacts that display evidence of a practitioner's knowledge and skills. The portfolio embodies an attitude that assessment is dynamic and that the richest portrayals of practitioner and student performance are based on multiple sources of evidence collected over time in authentic settings. |
| REBUTTAL | A written response refuting an Evaluation Report. |
| RUBRIC | An established set of parameters for performance tasks. Rubrics consist of a set of clear criteria and performance descriptions for each criterion at each point on the scale that illustrates various levels of performance. |
| SELF-REFLECTION | The monitoring of one's own behavior in relation to goals, expectations, and outcomes. |
| STAKEHOLDERS | Population with a common interest in a particular area. |
| TENURED TEACHER INTERVENTION PROGRAM | A cooperative union management program to support tenured practitioners to meet performance standards. |

Adapted from Succeeding with Standards by Judy F. Carr and Douglas E. Harris (2001).

Notes



The Syracuse City School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to age, gender, race, color, religion, marital status, sexual preference, national origin or disability. Inquiries regarding this non-discrimination policy may be directed to:

Title IX and Section 504 Coordinator
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