

Overview

Stakeholders

During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system.

The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

2010-11 Teacher Evaluation Team	2011-12 Teacher Evaluation Team
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

Performance Criteria

The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

Professional Growth

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of evaluation cycle.

Training of Evaluators

Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

Data Collection

The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

Student Performance

The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

Evaluation Cycles/Contracts

As part of the evaluation process, all PCSD #6 certified staff are required to complete a Professional Growth Plan linked to individual and/or collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, post-observation conferences and professional growth plan. Feedback is provided to the certified staff member throughout the evaluation process.

Description of *Non-Continuing Contract* Performance Evaluation Cycle

Date	Years 1 - 3	Years 4+	Plan of Assistance*	
			(Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	Notification of employment recommendation	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Years 1 - 3 Counselors

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

Years 4+ Counselors

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

* Plan of Assistance Counselors

- A Counselor may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a Counselor is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a Counselor on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

Description of *Continuing Contract* Performance Evaluation Cycle

Date	Continuing Contract	Plan of Assistance* (Timeline determined by administration)	
October 15	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review		N/A
April 5	Summative Evaluation Report (includes self-assessment/reflection conference)	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of renewal	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Continuing Contract Counselors

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual's Professional Growth Plan.
- The deadline for notification of renewal is April 15.

* Plan of Assistance Counselors

- A Counselor may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a Counselor is placed on a Plan of Assistance their current Professional Growth Plan is suspended. They work on the assigned activities specific to their Plan of Assistance.
- It is required that a Counselor on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

Description of Performance Evaluation Procedures

Evaluation Cycle	Procedures
Years 1-3	<ul style="list-style-type: none"> • Professional Growth Plan required • Two Self-Assessment/Reflection Conferences • Two Summative Evaluation Reports to include Post Conferences
Years 4+	<ul style="list-style-type: none"> • Professional Growth Plan required • One Self-Assessment/Reflection Conference • One Summative Evaluation Report to include Post Conference
Plan of Assistance	<ul style="list-style-type: none"> • Current Professional Growth Plan is suspended when a Counselor is placed on a Plan of Assistance • Timeline is determined by administration • Plan of Assistance is given to the Counselor by their evaluator and details the required growth/improvement activities • Two Post-Observation Conferences • Two Summative Evaluation Reports • To be recommended for rehire, the Counselor must demonstrate proficiency in all Domains and in the majority of the Components under each Domain • A Counselor may be on a Plan of Assistance for not more than two consecutive years

Rubric for Professional Growth Plan

Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report.

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Plan Approval Process	<ul style="list-style-type: none"> Little to no preparation evident before conference 	<ul style="list-style-type: none"> Some preparation evident before conference 	<ul style="list-style-type: none"> Was prepared with a written draft of PGP Clearly explained ideas, activities and plan. Links plan to established goals in the district. 	<ul style="list-style-type: none"> All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP
Plan Quality	<ul style="list-style-type: none"> Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement Plan does not have a solid basis. Counselor should start over 	<ul style="list-style-type: none"> Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak Plan needs rework and revision 	<ul style="list-style-type: none"> Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement Plan is well thought out and designed Plan includes a timeline for activities 	<ul style="list-style-type: none"> All of Proficient plus Counselor has initiated activities on their own beyond the scope of the plan
Plan Organization	<ul style="list-style-type: none"> Difficult to detect a pattern of logical organization 	<ul style="list-style-type: none"> Sequence and order are questionable or confusing 	<ul style="list-style-type: none"> Plan has a clear direction and logical, sequence 	<ul style="list-style-type: none"> All of Proficient plus plan has a clear order and sequence and explanatory details
Rigor of Plan and Resources	<ul style="list-style-type: none"> Plan is simplistic Resources not considered 	<ul style="list-style-type: none"> Plan is too narrow and simplistic or too grandiose Resources not fully considered or unreasonable 	<ul style="list-style-type: none"> Plan is reasonable and realistic but also important and rigorous Resources are reasonable and attainable 	<ul style="list-style-type: none"> All of Proficient plus Counselor has a method for obtaining the necessary resources
Plan Activities	<ul style="list-style-type: none"> Activities are simplistic or grandiose and are misaligned with district or school initiatives 	<ul style="list-style-type: none"> Activities are too easy or too complex and are somewhat misaligned with district or school initiatives Amount of time for activities not considered 	<ul style="list-style-type: none"> Activities are within the scope of the Counselor to accomplish Activities take an appropriate amount of time to accomplish 	<ul style="list-style-type: none"> All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	<ul style="list-style-type: none"> Results are not noted or are incomplete 	<ul style="list-style-type: none"> Plan results are evident but difficult to understand or connect to district or school initiatives 	<ul style="list-style-type: none"> Results are summarized Results are organized Results are clear evidence of impacting district or school initiatives 	<ul style="list-style-type: none"> All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	<ul style="list-style-type: none"> Little to no evidence of activities being connected to improving student performance 	<ul style="list-style-type: none"> Connections to improving student performance are unclear 	<ul style="list-style-type: none"> Clear explanation and evidence of the expected impact on student performance is provided Include specified validated assessment to be used 	<ul style="list-style-type: none"> All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	<ul style="list-style-type: none"> Little to no plan for sharing the results 	<ul style="list-style-type: none"> Counselor plan to share results is unformed, sketchy and unclear 	<ul style="list-style-type: none"> Counselor has a plan to share the results of their efforts with colleagues 	<ul style="list-style-type: none"> All of Proficient plus details the materials to be shared with colleagues

SELF-ASSESSMENT RUBRIC

Counselor _____ Date _____ Evaluator _____ Date _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and are appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Evidence:

SELF-ASSESSMENT RUBRIC

Counselor _____ Date _____ Evaluator _____ Date _____

Domain 2: The Environment

Component	Unsatisfactory	Developing	Proficient	Distinguished
2a: Creating an environment of respect and rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions with students are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Evidence:

SELF-ASSESSMENT RUBRIC

Counselor _____ Date _____ Evaluator _____ Date _____

Domain 3: Delivery of Service

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Assessing student needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of students needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
3d: Brokering resources to meet needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Evidence:

SELF-ASSESSMENT RUBRIC

Counselor _____ Date _____ Evaluator _____ Date _____

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Developing	Proficient	Distinguished
4a: Reflecting on practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with Families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
4d: Participating in a professional community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues opportunities for professional development and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Evidence:

Professional Growth Plan

(Required annually for each Counselor. Professional Growth Summative Evaluation plans will be significantly expanded and with more detail.)

<i>Counselor name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

<i>Briefly Describe Your Professional Growth Plan for This Year</i>

Initial Approval of Plan

<i>School Counselor Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Optional Mid Year Growth Plan Review Conference

<i>School Counselor Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Summative Evaluation Conference

<i>School Counselor Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

Components of Professional Practice	
Domain 1: Planning and Preparation	Domain 3: Delivery of Service
1a: Demonstrating Knowledge of Counseling Theory and Techniques	3a: Assessing Student Needs
1b: Demonstrating Knowledge of Child and Adolescent Development	3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Students Needs
1c: Establishing goals for the counseling program appropriate to the setting and the students served	3c: Using Counseling Techniques in Individual and Classroom Programs
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School & District	3d: Brokering Resources to Meet Needs
1e: Planning the Counseling Program, Integrated with the Regular School Program	3e: Demonstrating Flexibility and Responsiveness
1f: Developing a Plan to Evaluate the Counseling Program	Domain 4: Professional Responsibilities
Domain 2: The Environment	4a: Reflecting on Practice
2a: Creating an Environment of Respect and Rapport	4b: Maintaining Records & Submitting Them in a Timely Fashion
2b: Establishing a Culture for Productive Communication	4c: Communicating With Families
2c: Managing Routines & Procedures	4d: Participating in a Professional Community
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	4e: Engaging in Professional Development
2e: Organizing Physical Space	4f: Showing Professionalism

<i>Describe the district, school, grade level or department initiative(s) that are linked to your plan.</i>
<i>Describe the anticipated impact of plan attainment on student achievement.</i>

Professional Growth Action Plan

<i>Activity</i>	<i>Domain</i>	<i>Date</i>		<i>Resources</i>	<i>Results</i>	<i>Evidence</i>
		<i>Start</i>	<i>End</i>			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Professional Growth Plan Evaluation Report.

Professional Growth Plan Evaluation Report

<i>School Year</i>	
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<i>Counselor Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
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Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.

Criteria	U	D	P	Comments
Plan Approval Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigor of Plan and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary of Professional Growth Plan conference discussion/notes:

Student Performance Data:

1. *Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

<i>Evaluation cycle for next year</i>	<i>Years 2-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>
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<i>Employment Recommendation</i>	<i>Retain in Position</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
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<i>Counselor Signature</i>		<i>Date</i>		<i>Evaluator Signature</i>		<i>Date</i>
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Counselor's signature denotes receipt of the evaluation and participation in the evaluation conference.

Summative Evaluation Report

<i>School Year</i>	
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<i>Counselor Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation cycle this year</i>	<i>Years 1-3</i>	<input type="checkbox"/>	<i>Years 4+</i>	<input type="checkbox"/>	<i>Plan of Assistance</i>	<input type="checkbox"/>	

This Summary Evaluation Report is based on the following evidence:

<i>Types of Evidence</i>			
X	Formal Counselor Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
X	Professional Growth Plan	<input type="checkbox"/>	Counselor Leadership Opportunities
<input type="checkbox"/>	Walk Through/Informal Observation	<input type="checkbox"/>	Counselor Self Assessment/Reflective Conference
<input type="checkbox"/>	Counselor Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc.	X	Student Performance Data

Rating of School Counselor on the Components of Professional Practice

Components of Professional Practice				
Domain 1: Planning and Preparation	U	D	P	Comments
1a: Demonstrating Knowledge of Counseling Theory and Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b: Demonstrating Knowledge of Child and Adolescent Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c: Establishing Goals for the Counseling Program Appropriate to the Setting and the Students Served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e: Planning the Counseling Program, Integrated with the Regular School Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f: Developing a Plan to Evaluate the Counseling Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: The Environment	U	D	P	Comments
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b: Establishing a Culture for Productive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c: Managing Routines and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Domain 3: Delivery of Service	U	D	P	Comments
3a: Assessing Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Students Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c: Using Counseling Techniques in Individual and Classroom Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Brokering Resources to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4: Professional Responsibilities	U	D	P	Comments
4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b: Maintaining Records and Submitting Them in a Timely Fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

Summary of evaluation conference discussion/notes:

Student Performance Data:

- Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS
- Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates

Employment Recommendation	Retain in Employment	<input type="checkbox"/>	Release from Employment	<input type="checkbox"/>
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Evaluation cycle for next year	Years 2-3	<input type="checkbox"/>	Years 4+	<input type="checkbox"/>	Plan of Assistance	<input type="checkbox"/>
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Counselor Signature	Date	Evaluator Signature	Date
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School Counselor's Signature denotes receipt of the evaluation and participation in the evaluation conference.

Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.

Due Dates:

- **Years 1-3:** The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.
- **Years 4+:** One Post-Observation and Summative Evaluation Report must be completed and on file in the Personnel Office by April 5 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for Counselors on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Counselor Comments:** Counselor comments, which are optional, are due no later than April 10.

Attach the following Documents:

- Professional Growth Plan
- Counselor Comments if applicable
- Plan of Assistance if applicable
- Counselor comments (optional)

Plan of Assistance

<i>Counselor Name</i>		<i>Date</i>	
<i>School</i>		<i>Assignment</i>	
<i>Evaluator</i>			

Please check the domains and components that are Unsatisfactory, Developing or Proficient.

Components of Professional Practice							
Domain 1: Planning and Preparation	U	D	P	Domain 3: Delivery of Service	U	D	P
1a: Demonstrating Knowledge of Counseling Theory and Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3a: Assessing Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b: Demonstrating Knowledge of Child and Adolescent Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3b: Assisting Students and Teachers in the Formulation of Academic, Personal/Social, and Career Plans, Based on Knowledge of Students Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c: Establishing goals for the counseling program appropriate to the setting and the students served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3c: Using Counseling Techniques in Individual and Classroom Programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d: Demonstrating Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3d: Brokering Resources to Meet Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e: Planning the Counseling Program, Integrated with the Regular School Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3e: Demonstrating Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f: Developing a Plan to Evaluate the Counseling Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Domain 4: Professional Responsibilities	U	D	P
Domain 2: The Environment	U	D	P	4a: Reflecting on Practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Maintaining Records and Submitting Them in a Timely Fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Productive Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4c: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Routines and Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4d: Participating in a Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Establishing Standards of Conduct and Contributing to the Culture for Student Behavior Throughout the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4e: Engaging in Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals for Improvement

<i>Clearly state the goals for improvement. Explain what the School Counselor needs to demonstrate and define what the expectations are for improvement.</i>
1.
2.
3.

Recommended resources needed to assist in meeting goals:

Goal	Activities designed to help Counselor meet the goal	Start Date	End Date	Results
1.				
2.				
3.				

Plan Review Dates

The School Counselor and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.

Date	Summary of Progress	Counselor Signature	Evaluator Signature

Determination of Employment Status

School Counselors may be placed on a Plan of Assistance for no more than two consecutive years. If the Counselor is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation cycle. If the Counselor does not meet the specifications on the Plan of Assistance, the Counselor will be recommended for termination of employment. The Counselor must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.

School Counselor Status Completed at the last Summative Evaluation Report conference for the year.

<input type="checkbox"/>	Place Counselor in appropriate cycle of counselor evaluation	Signatures	
<input type="checkbox"/>	Continue Counselor on Plan of Assistance for the following year (up to two years)	Counselor	Date
<input type="checkbox"/>	Counselor is recommended for termination of employment	Evaluator	Date