Elementary Counselor/General Education Social Worker Evaluation Program Handbook

Professional Growth Plan

The Teacher/Professional Staff Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.

Nancy Nagle: naglen@sgate.k12.mi.us
Renne' Chilson: chilsonr@sgate.k12.mi.us
Mary Hildebrandt: hr@sgate.k12.mi.us
Linda Sandberg: sandbergl@sgate.k12.mi.us
Erik Druchniak; druchniae@sgate.k12.mi.us
Scott Piestrak: piestraks@sgate.k12.mi.us

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Introduction

The Southgate Community School District Elementary Counselor/Social Worker Evaluation Program are the result of collaboration and cooperation of the United Teachers of Southgate (UTS), administrators, and Board of Education members. Much of the content is based on research from nationally recognized authorities in the field of effective teaching particularly, Charlotte Danielson in her book <u>Teacher Evaluation To Enhance Professional Practice</u> and <u>Evaluation and Student Learning</u> by Pamela D. Tucker and James H. Stonge. We believe that the Southgate Community School District Counselor/Social Worker Evaluation Program Handbook and the Standards for Effective Teaching within it are rigorous, transparent, and fair performance evaluation system that is approaching full implementation of the Michigan School Code 380.1249 and 380.1250.

This handbook addresses full compliance of all of the following:
- Evaluates the counselor/social worker's job performance at least annually while providing timely and effective feedback.
- Establishes clear approaches to measuring student growth and provides counselor/social workers with relevant data on student academic and personal growth.
- Evaluates a counselor/social worker's job performance using multiple rating categories that take into account data on student academic and personal growth as a significant factor. Student academic and personal growth shall be measured by national, state or local assessments and other objective criteria.
- Uses the evaluations, at a minimum, to inform decisions regarding all of the following:
    - The effectiveness of counselor/social workers, ensuring that they are given ample opportunities for improvement.
    - Promotion, retention, and development of counselor/social workers, including providing relevant coaching, instructional support, or professional development.
    - Whether to grant tenure or full certification, or both, to counselor/social workers using rigorous standards and streamlined, transparent, and fair procedures.
    - Removing ineffective tenured and untenured counselor/social workers including those not eligible for tenure after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

What the Southgate Evaluation Program and Standards for Effective General Education Counseling/Social Work within IS:

- It IS a commitment to the growth and development of counselor/social workers and administrators
- It IS a statement that communicates our beliefs about effective counseling/social work.
- It IS a synthesis of counseling behaviors that promotes student learning and personal growth is supported by research, counseling theory, and expert opinions.
- It IS a continuous source of information on effective counseling, which will be reviewed and updated periodically.
- It IS a resource for Counselor/Social Workers and administrators to use in their roles as instructional decision makers.

What the Southgate Evaluation Program and the Standards for Effective Counseling/Social Work within IS NOT:
- Is IS NOT an attempt to superseded Board adopted curriculum or prescribe one way for all Southgate counselors and social workers to advise/teach students.
- It IS NOT an outline of elements of counseling that are expected every day and in the same order in which they appear in the Standard.
- The standards for Effective Counseling/Social Work within this handbook consists of five domains:
  - Guidance Curriculum
  - Individual Planning
  - Responsive Services
  - Systems Support
  - Professional Responsibility

Definitions/Explanations of Domains

Domain 1 - Guidance Curriculum

Guidance Curriculum consist of structured developmental experiences presented systematically through classroom and group activities grades kindergarten through twelve. The purpose of the curriculum is to assist and support all students to learn to live, learn and work over a lifetime. The curriculum is organized around three major areas:
1. Career planning and exploration
2. Knowledge of self and others
3. Educational/career-technical development

Curriculum is delivered through such strategies as:
1. Classroom activities: Counselor/Social Workers teach, team-teach or assist in teaching learning activities or units in classrooms. (e.g. career awareness/exploration, job preparation, pre-employment skills, resume writing, course selection, 6-year plan)
2. Group Activities: Counselor/Social Workers conduct groups outside the classroom to response to student identified interest or needs. Counselor/Social Workers plan and teach structured group activities to develop skills and to increase knowledge of students (e.g. peer relationships, decision making skills)

Domain 2 - Individual Planning

Individual Planning consists of one-to-one meetings that help students plan, monitor and manage their own learning as well as their personal and career development. Within this component, students evaluate their educational, occupational and personal goals. As in Guidance Curriculum, Individual Planning is organized around three major areas;
1. Career Planning and exploration
2. Knowledge of self and others
3. Educational/career-technical development

Individual Planning is implemented through such strategies as:

Individual Appraisal: Counselor/Social Workers work with students to analyze and evaluate their abilities, interests, skills, and achievements. Test information and data are a basis for developing immediate and long range planning for students/ (e.g. career awareness, interest inventories, MEAP/ACT/SAT interpretation, student portfolio, Self Directed Search, etc).

Individual Advisement: Counselor/Social Workers work with students to use personal, social, educational, career and labor market information in planning personal, educational and occupational goals. The involvement of students, parents, and the school in planning a program that meets individual needs of students is critical. (e.g. course selection, credit checks, summer school, career/technical education selection, 6-year plan)

Placement: Counselor/Social Workers assist students in making the transition from school to school, school to work, school to additional education and training. (6-year plan, job shadowing, post-secondary plans, post-secondary application process, financial aid/scholarships, resume writing, college representative/s/visitations, career/college reference material, transitions between grade levels and schools).

Domain 3 - Responsive Services

Responsive services consist of individual or small group activities to meet immediate needs and concerns of students whether these needs or concerns require counseling, consultation, referral or information. The component is available to all students and is often student-initiated. While Counselor/Social Workers have special training and skills to respond to these needs and concerns, the cooperation and support of the parents/family, staff and community are necessary for successful implementation of this component. Responsive Services are delivered through these strategies:

Consultation: Counselor/Social Workers consult with parents, teachers, administrators, student services and personnel, other educators, and community agencies regarding the strategies to help individual students.

Personal counseling: Counseling is provided in a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns or normal developmental tasks. Personal counseling is normal, short-term, and temporary in nature. When necessary, appropriate referral sources are used. (e.g. death, fire, illness, pregnancy).

Crisis Counseling: Counseling and support are provided to students and their families facing emergency situations. Such counseling is normal, short-term, and temporary in nature. When necessary, appropriate referral sources are used. (e.g. death, fire, illness, pregnancy).

Referral: Counselor/Social Workers use referral sources to deal with academic and/or behavioral problems students may be having in school as well as crises such as suicide, violence, abuse and terminal illness. (e.g. protective services, immediate/extended family, crisis response team, homebound, court)

Domain 4 - Systems Support

System Support consists of management activities that establish, maintain, and enhance the total guidance and counseling program. This component is implemented and carried out through activities in the following areas:

Parent Involvement: Counselor/Social Workers see parents and families as an integral part of the Comprehensive Counseling program. Parents play a strategic role in the overall development of their child from infancy to young adulthood. Counselor/Social Workers are involved regularly with the student and his/her family.

Professional Development: Counselor/Social Workers need to be involved regularly in updating their professional knowledge and skills. This may involve participating in regular school in-service training, attending professional meetings, conference/workshops, completing post-graduate courses and contributing to professional literature.

Staff and Community Relations: This activity involves in-servicing staff and orienting the community to the comprehensive guidance and counseling program through such means as newsletters, local media, staff development, school-community presentations and website notices.

Community outreach: Actives that allow Counselor/Social Workers to become knowledgeable about community resources (e.g. referral agencies, field trip sites, speaker pools, employment opportunities, local labor market). This may involve Counselor/Social Workers visiting local businesses, industries, and social services agencies on a periodic basis.

Program management and Operations: This includes the coordination, planning and management tasks needed to support activities conducted in a comprehensive guidance and counseling program. (e.g. yearly calendar, curriculum guides, material updates, career day).

Research and Development: Counselor/Social Workers regularly gather data to create and measure departmental outcomes (e.g. three year guidance and counseling program evaluation, ongoing needs assessment, data analysis, follow-up studies, exit evaluation, and the continued development and updating of guidance learning activities and resources.

Domain 5
Professional Responsibility

Effective school counseling/social work is a complex function that requires constant interaction with other professionals, community members, students and their families. This is an ongoing process that continues throughout a counselor/social worker's professional career and is enhanced by administrative support. Counselor/social workers fulfill their professional responsibilities by remaining current within their profession through participation in professional development activities, membership in professional organizations and adherence to accepted ethical/legal standards.

Counselor/Social Worker Evaluation

Purpose: Throughout a Counselor/Social Worker's professional career, the Counselor/Social Worker and administrator must work collaboratively each year to ensure the strengthening of the Southgate Standards for Effective Counseling. The purpose and benefit of yearly evaluations are threefold:

1. Demonstration of Southgate Standards for Effective Counseling Demonstration of the Standards is an ongoing process and is assessed by the administrator through informal observations and other school settings, i.e., faculty meetings, committee work in-service training, parent conferences, parent communications, and/or co-curricular activities.
2. Continued Professional Growth Plan - Planning for Professional Growth is the second component. It is both proactive and collaborative. The Counselor/Social Worker and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Southgate Standards for Effective Counseling Rubric and must also work toward building School Improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next, if appropriate.
3. Continued focus on student accomplishment data is a critical way to inform counseling practice. Current legislation now obligates schools to use data as one component of Counselor/Social Worker evaluations. As a result, our discussions will be data-informed and data-driven. Achievement data is part of this evaluation and reflects Direction #1 of the SCSD Strategic Plan.

This Counselor/Social Worker Evaluation program combines both Professional Growth components and the examination of achievement data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Counselor/Social Worker evaluation is a complex process and one that requires commitment from all parties. Southgate Community School District's model is one that promotes collegiality, collaboration, personal and professional growth. Determining a Counselor/Social Worker's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Southgate Standards for Effective Counseling Rubric, but there are variables in addition to the standards that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails phone call logs, administrative walkthrough data, student communications, etc.

Southgate Counselor Evaluation Flowchart

Non-Tenured, IDP & 3rds Year Rotation Counselors
Plan 1

Counselor/Social Worker completes self-evaluation using the Southgate Standards for Effective Counseling/Social Work Rubric and the Counseling/Social Work Evaluation Goal outline Form prior to the Initial meeting
(Sharing with administrator is optional)

Initial Meeting
Counselor/Social Worker and Administrator will meet to discuss and approve the Counselor/Social Worker Evaluation Goal Outline Form. Meeting must be held no later than October 15th.

1st Formal Observation
Must be completed no later than November 30th, followed by a post-observation conference within 5 days of the Formal Observation.

2nd Formal Observation
Must occur at least 60 days apart from the 1st Formal Observation but no later than April 1st.

Evaluation Meeting
Administrator's completion of a counselor/social worker evaluation using Southgate Standards for Effective Counseling Rubric

Discussion of Indicators of Progress as well as the Achievement Goal and Professional Growth Goal

Administrator's completion of the Summary Form, including the Yearly Evaluation Determination with Counselor/Social Worker's and Administrator's comments, and Signatures.
Meeting must be held no sooner than April 1st and no later than May 15th.

Tenured Counselors* (Not due for 3rd Year Rotation)
Plan 2

Counselor/Social Worker completes self-evaluation using the Southgate Standards for Effective Counseling Rubric and the Counseling/Social Work Evaluation Goal outline Form prior to the Initial meeting
(Sharing with administrator is optional)

Initial Meeting
Counselor/Social Worker and Administrator will meet to discuss and approve the Counselor/Social Work Evaluation Goal Outline Form. Meeting must be held no later than October 15th.

Evaluation Meeting
Administrator's completion of a counselor/social worker evaluation using Southgate Standards for Effective Counseling/Social Work Rubric

Discussion of Indicators of Progress as well as the Achievement Goal and Professional Growth Goal

Administrator's completion of the Summary Form, including the Yearly Evaluation Determination with Counselor/Social Worker's and Administrator's comments, and Signatures.

Meeting must be held no sooner than April 1st and no later than May 15th.

Elementary Counselors who do not have a teaching endorsement do not receive tenure.

Counselor/Social Worker Evaluation
(Components of the Evaluation Process)

Yearly Counselor/Social Worker evaluation will include the following:
- At least two meetings between an administrator and Counselor/Social Worker, referred to in this document as the Initial meeting and the Evaluation Meeting
- A Counselor/Social Worker self evaluation using the Southgate Standards for Effective Counseling/Social Work Rubric.
- Non-tenured, IDP, and 3rd Year Rotation Tenured Counselor/Social Workers will follow Plan I of the flowchart. (Social Workers are not eligible for tenure.)
- An administrator's completion of the Counselor/Social Workers evaluation using the Southgate Standards for Effective Counseling/Social Work Rubric
- Achievement Goals (s) related to the School Improvement Plan, (see examples below) and Best Practice Professional Growth Goals(s).

Activities/Methods
Methods/Strategies to reach goals may include, but not limited to the following:

- Action research - Peer-coaching - Video taping - Self-assessment - Mentoring - College courses - Simulations	- Workshops - Visitation days - Conferences - Classroom observations - Counselor/Social Worker academies - Development of counseling materials/instructional units/discussion groups - Other

Indicators of Progress

- Student work portfolios - Professional portfolios - Videotapes of classes - Peer observation - Administrator observation - Parent responses - Written curriculum - Student responses - Logs	- Performance assessment - Reflective journal entries - Case Study analysis - Benchmarks - Anecdotal records - Statistical measures - Other The collected materials are the property of Counselor/Social Workers.

Resources
Resources will be formally approved as apart of the Counselor/Social Worker's Professional Growth Plan and may include, but not limited to:

- Classroom materials - Student materials - Journals - Workshops - Resources - Books	- Collegial time - Appropriate technology - Mentoring - Collegial support - Release time - Administrative support - Other

Revisions
In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

Counselor/Social Worker Evaluation Goal Outline Form

(Completed by Counselor/Social Workers who work on an individual plan or work collaboratively as part of a team.)

Counselor/Social Worker(s) _____ **School** _____

_____

_____

_____

Initial Meeting Date _____   Evaluation Meeting Date _____

Southgate Standards for Effective Counseling/Social Work addressed in this plan (Check all that apply)

☐ Guidance Curriculum

☐ Individual Planning

☐ Responsive Services

☐ System Support

☐ Professional Responsibility

Achievement Goal (s): _____
Best Practice Professional Growth Goals (s): _____

Indicators or Progress to be collected: _____

Resources needed for plan activities: _____

☐ See attachments:

Counselor/Social Worker(s) Signature and Date:

_____ _____

Administrator Signature and Date:

_____ _____

Formal Observation E-mail Template

This form to be completed by the Counselor/Social Worker and emailed to the Administrator at least 2 days prior to observation.

The goal of observation is to assist the Counselor/Social Workers in improving the Counselor/Social Worker's effectiveness, which in turn will improve student achievement and peer growth. Observations are designed to help Counselor/Social Workers be more reflective of their counseling/social work strategies in order to provide the best instruction for students.

Name: _____

Building: _____

Date of Observation: _____ **Time:** _____

Lesson/Activity Overview & Focus: (Please include any assessments and/or accommodations that might be observed, if applicable)

What to watch for in my counseling presentations: (area of improvement that Counselor/Social Worker would like the observer to focus on)

☐   Meets Personal Professional Development Goals
         (Check Box if applicable)

         List goal(s):

☐   Meets School Goals (Check Box if applicable)

         List goal(s):

Counselor/Social Worker Evaluation
Yearly Evaluation Form
(Completed by Counselor/Social Worker and administrator and discussed at the final meeting)

Counselor/Social Worker: Complete Page 1

Counselor/Social Worker(s) _____ School _____

_____

_____

_____

Initial Meeting Date _____ Evaluation Meeting Date _____

Achievement Goal (s) Data: _____
Best Practice Professional Growth Goal(s) Indicators of Progress:
Other Indicators of Progress: _____

Counselor/Social Worker's comments : _____

Administrator's comments: _____

Administrator's Yearly Evaluation Determination:

☐ Ineffective

☐ Minimally Effective

☐ Effective

☐ Highly Effective

_____   _____
Counselor or Social Worker's Signature   Date

_____   _____
Administrator's Signature   Date

cc: Personnel File

Southgate Standards for
Effective Counseling/Social Work

Domains

     I. Guidance Curriculum
    II. Individual Planning
  III. Responsive Services
  IV. Systems Support
   V. Professional Responsibility

Domain 1: Guidance Curriculum

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
SSW/Counseling Services	Demonstrates minimal ability to relate well to students and has difficulty addressing the mental health needs of students.	To a rudimentary degree, sets up a counseling environment and facilitates the process in which students feel open to work toward desired goals.	Establishes an environment that fosters open participation by students and within a sound conceptual framework, facilitates the process of working toward the student's mental health goals.	Provides for a positive counseling environment, assists students in determining appropriate mental health goals, develops a plan based on a sound conceptual framework, balances planned strategies with spontaneity during sessions and provides for the expansion of the process into the broad community.
Prevention	Demonstrates minimal knowledge of academic behavioral and emotional difficulties.	Demonstrates awareness of academic behavioral and emotional difficulties.	In addition, recognizes behaviors that are precursors to development of maladaptive behaviors and emotional disorders.	In addition, designs programs to prevent and intervene with these difficulties.
Classroom Lessons and Materials	Learning activities and materials are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities and materials are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities and materials are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities and materials are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Group Settings	Lack of knowledge and skill in group dynamics does not facilitate cooperation and personal growth.	Inconsistently applies knowledge of group dynamics and students exhibit minimal respect for Counselor/Social Worker and group members.	Group member inactions are friendly and respectful. Counselor/Social Worker's knowledge of group dynamics is evident in the skill development and behavior change in the group.	Efforts result in group members exhibiting desired behavior change and/or self-understanding and they are able to transfer this to other settings.

Domain 2: Individual Planning

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Demonstrates Knowledge of Instructional Environments	Shows minimal ability to determine components of instructional environment that affect learning/behavioral change for students.	Identifies how environmental factors affect student learning/behaviors.	Identifies instructional environments having a significant impact on achievement and personal competence.	Uses knowledge to help develop effective educational support programs to maximize student achievement and adjustment.

Demonstrates Skills in Pre-Referral Interventions	Minimal involvement in pre-referral process.	Shares ideas for possible interventions.	Consults with staff to design interventions addressing specific concerns with consideration for race, ethnic, cultural and social factors	Assists staff in monitoring and evaluating the intervention plan and demonstrates exceptional skills in problem solving strategies.
Demonstrates Appropriate Preparation for the Evaluation Process	Demonstrates minimal review of interventions, records and biographical data.	Demonstrates the review of interventions, records and biographical data, including health history, education and family history as well as race, ethnic, social and cultural background	Review and interprets interventions records and biographical data, including health history, educational and family history.	Able to synthesize and share relevant factors based on knowledge from a review of interventions, records and biographical data, including health history and other evaluations.
Determination of Action Based on Data	Minimal ability to understand problems and interpret data for child/student study team to determine if formal evaluation is needed.	Gives consideration to racial, ethnic and cultural backgrounds, and interprets data for child/student study team to determine if formal evaluation is needed.	Able to define a student's problems and needs to determine if formal evaluation is needed. Assists in reviewing interventions, parent and teacher concerns, and records review to determine methodologies for evaluation.	Assists the child/student study team in adhering to professional and ethical guidelines regarding non-biased evaluation and programming for students of all racial, ethnic, social and cultural background.
Providing Strategies to Promote Academic Behavioral and Social Success Across Environments	Provides minimal services to individual students.	Provides services to students through strategies which promote academic behavioral and social success at home, school and in the community.	Assists families in finding resources in the community to meet identified needs of the student/family.	Assists in the implementation of identified plans.

Domain 3: Responsive Services

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Makes Appropriate Referrals	Fails to make referrals when appropriate. Unaware of potential referrals and resources.	Makes appropriate referrals inconsistently. Is aware of and uses district referral list.	Referrals reflect sound judgment and knowledge of resources. Maintains and uses an up-to-date listing of community referral services.	Acts as a resource for colleagues making referrals and acts as a liaison to community referral sources.
Ability to Manage Crisis Situation	Demonstrates minimal ability to manage crisis situations effectively	Participates on the building and or district crisis response team.	Successfully meets identified needs and assists with crisis management.	Assumes a leadership role, delegates responsibility and anticipates consequences and outcomes of crisis situations.

Domain 4: Systems Support

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Fosters Constructive and Respectful Climate within the School	Demonstrates a pattern of harmful interactions with staff and students.	Inconsistently involved in enhancing school climate and is unaware of the ways in which he/she is negatively impacting climate.	Positively engaged in enhancing school climate and is aware of his/her impact on the school's climate.	Consistently models a positive attitude and take on a leadership role in creating opportunities to enhance school climate.
Works Constructively with Other School Personnel, Parents, and Area Resources In Planning and Developing Programs that Meet the Needs of Students	Conceptually unaware of and unable to articulate the needs of students.	Moderately aware of and successful at advocating for students.	Works effectively with others in developing resources for students.	Initiates programs that address the needs of students.
Collaboration	Communication skills are insufficient and do not facilitate positive interpersonal relations.	Demonstrates skills in listening, adapting, dealing with ambiguity and is patient.	Establishes and maintains relationships with colleagues and co-workers that promote mental health, behavioral and academic growth.	Communicates excellently and clearly presents and disseminates information to diverse audiences.
Consultation	Does not engage in effective problem solving.	Demonstrates minimal skills in good problem solving.	Demonstrates good problem-solving skills as well as good negotiation skills which assist in the development of interventions and programs. Follows up on efficiency of the interventions and programs.	Promotes change in the individual student, classroom or building. For example, by providing skill enhancement activities.
Participates Actively in School Meetings	Avoids being involved in school meetings.	Participates in school meetings when specifically asked.	Volunteers to actively participate in school meetings.	Volunteers to participate, makes a substantial contribution, and assumes a leadership role.
Demonstrates Professionalism	Makes decisions based on self-serving interests or lets personal issues affect job performance resulting in unmet student needs.	Demonstrates inconsistent but well-meaning consideration of student, family, and staff needs.	Works as part of a team to ensure that student needs are met.	Plays a leadership role in the team decision-making to ensure that decisions are based on the highest professional standards and consistently result in student needs being met.
Uses Communication and Conflict Resolution Skills Effectively	Fails to use constructive communication and conflict resolution skills.	Inconsistently uses communication and conflict resolution skills.	Consistently and effectively deescalates conflict situations and improves group dynamics through the use of communication skills.	Is viewed as an example by colleagues and administrators for his/her effective use of communication and conflict resolution skills.

Domain 5: Professional Responsibility

ELEMENT	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Adheres to Standards of Proactive Regarding Confidentiality and Ethical Conduct	Unaware of guidelines and violates confidentiality and ethical standards unnecessarily.	Follows guidelines inconsistently.	Communicates guidelines to students, families, and staff and follows them consistently.	Serves as a resource for colleagues in matters regarding confidentiality and maintains a high level of current knowledge of standards and best practice.
Provides Information to Students That Promotes Growth and Self-Understanding Through Individual Group and Classroom Settings	Presentation is poorly organized and/or not developmentally appropriate.	Presentation is somewhat organized and developmentally appropriate.	Presents information/material that is developmentally suitable and supports the instructional goal of having students be meaningfully engaged in learning.	Presentation encourages students to gain self-understanding based on their individual needs.
Pursues Professional Growth	Demonstrates minimal pursuit of opportunities to expand knowledge base or acquire new skills.	Pursues coursework, seminars and workshops, and utilizes publications to enhance knowledge and develop skills.	Active in developing expertise in research trends related to the profession and actively shares information by initiating discussions with colleagues.	Continually expands knowledge base and skills to implement and share with colleagues while incorporating knowledge into practice and programs, and has affiliations with state and/or national professional organizations.

Elementary Counselor/General Education Social Worker
Evaluation Goal Outline Sample Form

(Completed by those who work on an individual plan or work collaboratively as part of a team.)

SW/Counselor(s)	School	Grade/Dept./Team
Jones	Maple	1<u>st</u>
Smith	Maple	1<u>st</u>
Adams	Maples	1<u>st</u>

Initial Meeting Date: _____   Evaluation Meeting Date: _____

Standards for Effective Counseling Addressed in this plan (Check all that apply)

☐ I. Guidance Curriculum	☐ IV. System Support
☐ II. Individual Planning	☐ V. Professional Responsibility
☐ III. Response Services	

Achievement Goal(s): 2 examples

Goal: K-9 students will acquire interpersonal and resilience skills that prepare them for success through comprehensive guidance and counseling curriculum at 80% proficiency for 50% of the students as measured on the benchmark assessments in the Michigan Model for HIV/AIDS.

Goal: By …. For bullying.

Best Practice Professional Growth Goals (s): 2 examples

Goal: K-5 students will acquire "career preparation" skills that prepare them for success through comprehensive guidance and counseling curriculum.

Goal: K-9 students will acquire "academic and social" skills necessary to achieve quality learning and lifelong success.

Plan II --- Elementary Counselor/General Education Social Worker Evaluation Goal Outline Form (continued)

Indicators of progress to be collected: I will maintain lesson plans in a binder for all my classroom lessons and groups. I will maintain progress notes on all my individual students and groups. I will collect feedback and data from students, parents and staff. I will visit my team members to observe lessons. Etc.
Resources needed for plan activities: Binder Lesson plan templates Materials: books, posters, games, puppets, videos, etc. Collegial time Administrative support

☐ See Attachments:

Counselor/Social Worker(s) Signature and Date:

_____ _____

Administrator Signature and Date:

_____ _____

Frequently Asked Questions

1. **Clarify "student growth?"** The Counselor/Social Worker evaluation process is required to measure student learning. In recognition that students come to us with varying achievement levels it is important that we attribute the learning that occurred when the student was taught by a given teacher.

2. **Clarify the statement, "Improve while they are with us…"** Refer to the answer to #1. Measures of improvement are to be defined together by the Counselor/Social Worker and administrator.

3. **The PowerPoint presentation stated, "National, State and Local Assessments" for data in the evaluation. Some teachers do not trust that we will be evaluated on the MEAP.** Through conversation with your administrator, agree on what measures you feel are appropriate and include those in your evaluation. It can be MEAP, but can also be a host of other things that were mentioned in the presentation that may be more appropriate, depending on your subject area and grade that you teach.

4. **Some Counselor/Social Workers asked if the self-evaluation will be their own property. Is that true?** Yes, but it is highly encouraged to have a conversation between administrator and Counselor/Social Worker regarding the self evaluation as it could be the basis for very meaningful dialog.

5. **What recourse do Counselor/Social Workers have if they feel administrators are not following the true intent of the evaluation process?** As is true in any situation where you feel something is unfair, you may involve your union representative. Additionally, you may contact a member of the Counselor/Social Worker Evaluation Committee and they can bring the concern to our group. One example was: What if an administrator has walk through data or parent emails that were never brought to the Counselor/Social Worker's attention? Should Counselor/Social Workers expect fair warning if there are concerns? Yes – it is the expectation that administrators will respond in a timely fashion, giving Counselor/Social Workers the opportunity to address concerns that have been brought to administration's attention.

6. **Can Counselor/Social Workers provide email testimonials/opinions for administrator's evaluations?** We are encouraging each administrator to survey their staff relative to this question so they can get constructive feedback. But, it is the Superintendent's responsibility to complete a yearly evaluation on building administrators.

7. **How much weight will be given to emails, phone calls, side conversations, and opinions?** We can't quantify this in the same way we can't define what the legislature meant when they referred to the amount of data as a "*significant*" factor in evaluation. These items would not stand alone and would be supporting information in the evaluation process.

8. **How does this relate to merit pay?** We have not addressed this issue yet.

9. **How will elective area Counselor/Social Workers be evaluated?** You select the goals, upon agreement with your principal, by which you want to be evaluated. Obviously a performance or project based class has particular assessments specific to the discipline. This process is an opportunity for these Counselor/Social Workers to identify the criteria that accurately demonstrates student growth.

10. **How will ancillary staff be evaluated?** Some elements of the Standards for Effective Teaching apply to people who aren't necessarily classroom Counselor/Social Workers. It is important to note that these employees, like classroom Counselor/Social Workers, will need to submit goals to their administrator. It is through conversation that a determination should be reached as to how an individual will be evaluated. Documents can be adjusted to reflect their position.

11. **Would it be wise for Counselor/Social Workers to begin collecting data now to prepare for this process?** Yes, Counselor/Social Workers should consider potential goals and the data that they might use to demonstrate achievement of their goals now.

12. **Could I use a pre-test and a final exam to demonstrate improvement?** Yes, this could be one piece of data.

13. **Can working toward a Master's Degree count as a professional growth goal?** No, but it can be a third goal.

14. **Is there paperwork that goes in the personnel file?** Yes, the Yearly Evaluation Form.

15. **How will data be used in classes that have a co-Counselor/Social Worker?** Remember you selected the achievement data that you feel would be appropriate to measure the learning of students you are responsible for teaching.

16. **The Counselor/Social Worker initiates the goals and administrator agrees or disagrees?** Yes

17. **Will tenured staff still be formally observed?** Yes, current tenure law still required that tenured Counselor/Social Workers "*be provided with a performance evaluation at least once of every three years. The performance evaluation must be based on a minimum of two classroom observations*." Therefore, administrators will be responsible for formally observing 1/3 of their tenured staff each year as has always been true. We are now required to evaluate all Counselor/Social Workers each year. However, there is no formal observation requirement. (See Southgate Counselor/Social Worker Evaluation Flow Chart.)