Guidelines For
Performance Based
Guidance Evaluation

Revised January 18, 2002

Ritenour
School District
Educational Excellence Since 1867
The Ritenour School District gratefully acknowledges the following individuals for their work on this committee.

<table>
<thead>
<tr>
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<th>Title</th>
<th>School</th>
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<tbody>
<tr>
<td>Kyle Frayne</td>
<td>Guidance Counselor</td>
<td>Ritenour Middle School</td>
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<td>Cathy Geisz</td>
<td>Guidance Counselor</td>
<td>Ritenour High School</td>
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<td>Marguerite Grandelious</td>
<td>Guidance Counselor</td>
<td>Buder Elementary School</td>
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<td>Janet Henry</td>
<td>Guidance Counselor</td>
<td>Iveland Elementary School</td>
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<td>Janet Hoyne</td>
<td>Guidance Counselor</td>
<td>Ritenour Middle School</td>
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<td>Garnita James</td>
<td>Guidance Counselor</td>
<td>Marion Elementary School</td>
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<td>Trudi Junk</td>
<td>Guidance Counselor</td>
<td>Ritenour High School</td>
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<td>Kathy Mead</td>
<td>Guidance Counselor</td>
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<td>Lisa Meeks</td>
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<td>Caroline Morris</td>
<td>Guidance Counselor</td>
<td>Kratz Elementary School</td>
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<td>Kim Quain</td>
<td>Guidance Counselor</td>
<td>Ritenour High School</td>
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<tr>
<td>Donna Trigg</td>
<td>Guidance Counselor</td>
<td>Wyland Elementary School</td>
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<td>Laurie Williams</td>
<td>Assistant Principal</td>
<td>Ritenour High School</td>
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STATUTORY AUTHORITY FOR
PERFORMANCE-BASED EVALUATION

Following is the test of the statute that requires Missouri school districts to implement a performance-based guidance evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. - The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of Sections 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-base evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher’s personnel file at the office of the board of education. A copy of the evaluation shall be provided to the teacher and appropriate administrator. The state department of elementary and secondary education shall provide suggested procedures for such an evaluation.
PHILOSOPHY STATEMENT

Guidance and counseling are an important and integral part of each school’s overall educational process. The primary purpose of the Performance-Based Counselor Evaluation in the Ritenour School District is to encourage professional growth resulting in enhanced student learning and well being which will lead to increased student performance.

Performance-Based Counselor Evaluation is a developmental process implemented through an on-going, collaborative effort. This developmental process occurs most effectively in a culture of support and trust that promotes reflection and responsibility for personal and professional development.

Successful implementation of Performance-Based Counselor Evaluation requires a commitment of time, training and resources. This commitment reflects a combined effort of district staff and the Board of Education.
Like evaluation, training is an ongoing process by which counselors and supervisors continue to improve.

COUNSELORS AND SUPERVISORS

All counselors and supervisors employed by the district will receive orientation about Performance-Based Counselor Evaluation at the beginning of the 1999-00 school year. In subsequent years, new counselors will receive in-service training equivalent to that provided during the first year of the new process.

Supervisors are the personnel responsibility for supervising and evaluating counseling, including principals, assistant principals, and central office administrators.

Counselors are all personnel whose primary responsibility is the implementation of the Ritenour Counseling Program.
COUNSELOR EVALUATION

<table>
<thead>
<tr>
<th>Performance Areas</th>
<th>Formative Evaluation</th>
<th>Summative Evaluation</th>
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<tbody>
<tr>
<td>Guidance Curriculum</td>
<td>(Following Observations and Quarterly Conferences)</td>
<td>(Synthesis of Formative Evaluation)</td>
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<tr>
<td>Individual Planning</td>
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<td>Responsive Services</td>
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<td>System Support</td>
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<td>Interpersonal Relationships</td>
<td>Guidance Curriculum</td>
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<td>Professional Responsibilities</td>
<td>Individual Planning</td>
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<td>Professional Responsibilities</td>
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EVALUATION CYCLE

PROBATIONARY COUNSELORS

Probationary counselors are on an annual appraisal cycle, which concludes with a summative report completed each year of the probationary period. This report shall be completed by an established date, typically by mid March.

During the probationary years of the evaluation cycle, probationary counselors will have a minimum of one scheduled observation annually. Observations will be followed by a collaborative conference between the counselor and the supervisor. In addition, collaborative conferences between the counselor and supervisor will be held at least quarterly, including the scheduled observation.

The Ritenour School District counseling team will provide support for probationary counselors. Counselors new to Ritenour or counselors new to the position of counseling after the 1998-99 school year will maintain a performance portfolio. In addition, all probationary counselors are encouraged to maintain a journal, participate in peer observation, and/or become involved in the Peer Assistance for Learning and Support (PALS) Program.

### PROBATIONARY COUNSELOR

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1*</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
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<tbody>
<tr>
<td>Observation(s)</td>
<td>1S</td>
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<tr>
<td>Quarterly</td>
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<td>Conference(s)</td>
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<tr>
<td>Professional</td>
<td>PEP</td>
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<td>Plan</td>
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<td>Summative</td>
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<tr>
<td>Evaluation</td>
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<td>Conference</td>
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<tr>
<td>Portfolio**</td>
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<td>Professional</td>
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<td>Reflection</td>
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* Because of Requirements for Counselors it is Unlikely That Any Probationary Counselor Would Enter at Year 1

** Portfolios Optional For Counselors Employed Prior to 1998-99

PEP Professional Enrichment Plan
S Scheduled Observation
U Unscheduled Observation
PEER ASSISTANCE FOR LEARNING AND SUPPORT (PALS)

The purpose of the PALS Program is to provide assistance and support for counselors. It is an informal, voluntary process promoting collaboration among colleagues. This process may include peer observation, collaborative discussions and similar activities to support personal growth.

The counselor who elects to participate in the PALS program selects two colleagues who agree to serve as PALS. It is recommended that at least one of the two colleagues be a counselor.

TENURE COUNSELORS

The evaluation of a tenured counselor is a developmental, on-going process implemented over a four-year cycle. This process includes observations, collaborative conferences, and professional plans, which promote reflection.

During the first of a four-year cycle, a minimum of one observation and four quarterly conferences will be completed. The counselor may request that the required observation be scheduled. The supervisor may conduct additional scheduled or unscheduled observations. The counselor may also request additional observations.

The counselor will have the opportunity to select from the evaluative options A, B or C at the conclusion of the first year of the cycle unless the supervisor indicates a Professional Improvement Plan (PIP) is appropriate.

OPTION A: This is a three-year process, which includes an enrichment plan (PEP) and collaboration with colleagues (PALS). The counselor will compile data supporting professional growth.

OPTION B: This is a three year process, which includes an enrichment plan (PEP) and collaboration with a supervisor. The counselor will compile data supporting professional growth.

OPTION C: This is a three-year process, which includes annual observations and conferences with the supervisor. One scheduled observation and quarterly conferences will be conducted each year by the supervisor.

Please note: Counselors who do not hold Life or Continuous Professional Classification Certification are required by the Missouri Department of Elementary and Secondary Education to have a Professional Enrichment Plan (PEP).

The counselor may move from one option to another at the end of a school year but must inform the supervisor in writing of that intention.
If a counselor does meet performance expectations for a criterion, a Professional Improvement Plan (PIP) will be developed. The counselor will then have a minimum of two observations as well as quarterly conferences each year until a summative report is completed that indicates performance expectations have been met. A PIP requires that a summative report will be completed annually until district performance expectations have been met.

Counselors meeting performance expectations will receive a summative report during the fourth year. More frequent summative reports may be requested by the counselor, or completed by the supervisor as appropriate.
## TENURE COUNSELOR
### 4 Year Evaluation Cycle

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Summative</th>
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<tbody>
<tr>
<td>One Observation Scheduled And Quarterly Conferences</td>
<td>OPTION A 3-Year Enrichment Plan (PEP) With Colleagues (PALS)</td>
<td>OPTION B 3-Year Enrichment Plan (PEP) With Supervisor</td>
<td>OPTION C ** One Observation Plus Quarterly Conferences By Supervisor Each Year</td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4 Summative</th>
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</thead>
<tbody>
<tr>
<td>OPTION A 3-Year Enrichment Plan (PEP) With Colleagues (PALS)</td>
<td>OPTION B 3-Year Enrichment Plan (PEP) With Supervisor</td>
<td>OPTION C ** One Observation Plus Quarterly Conferences By Supervisor Each Year</td>
</tr>
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</table>

### Affirmation:
Counselor Meets Performance Expectations

### Non-Affirmation*
PIP and two observations, with quarterly conferences and an annual summative report until summative indicates affirmation

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* A Professional Improvement Plan (PIP) for a counselor with a rating of “Needs Improvement” or “Does Not Meet Expectations” in any area supersedes the Enrichment Plan.

** Please note: Counselors who do not hold Life or Continuous Professional Classification are required by the Missouri Department of Elementary and Secondary Education to have a Professional Enrichment Plan (PEP).
FORMATIVE PHASE

The formative phase is the ongoing process of data collection, documentation, collaborative conversations, and design of growth plans to promote professional Development. This phase is critical to the success of performance-based evaluation and improvement of counseling services for students. The following describes the components of the formative phase as implemented in the Ritenour School District.

Data Collection
Performance data may be classified as planned or unplanned. Planned data are those collected purposefully by the supervisor. Unplanned are those collected in the natural course of events of events in the operation of a school. Both types can be further categorized as observed, non-observed, and artifacts. Observed data are those witnesses first-hand by the supervisor or designated colleagues (PALS). Non-observed data are those shared with the supervisor by another person. Artifact data are those documents or tangible items of information related to performance.

Planned, observed data are sub-categorized as scheduled and unscheduled observations. The scheduled data are those collected when the counselor was aware the supervisor would be observing and the two had the opportunity to visit prior to the observation. A common example is a scheduled observation.

Unscheduled data are those collected by the supervisor about performance when the counselor was not aware the supervisor would be observing, and a pre-observation conference was not held. A common example is an unscheduled observation.

(See Formative Data Diagram on next page)
## FORMATIVE DATA COLLECTION

### PLANNED DATA COLLECTION

<table>
<thead>
<tr>
<th>Scheduled Observation Data</th>
<th>EXAMPLES:</th>
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<tbody>
<tr>
<td>Pre-observation Worksheet</td>
<td>Planned, Observed; Classroom guidance lessons,</td>
</tr>
<tr>
<td>Pre-observation Conference</td>
<td>group activities, parent groups.</td>
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<tr>
<td>Observation</td>
<td>Care team meetings, SSD screening review,</td>
</tr>
<tr>
<td>Note taking</td>
<td>other SSD activities for the referral process,</td>
</tr>
<tr>
<td>Formative Form</td>
<td>etc., teacher conferences,</td>
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<td></td>
<td>implementation of special programs.</td>
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| Unscheduled Observation Data             | Planned, Observed; Classroom guidance lessons,|
|------------------------------------------| group activities, parent groups.              |
| Observation                               | Care team meetings, SSD screening review,     |
| Note taking                              | other SSD activities for the referral process,|
| Formative Form                           | etc., teacher conferences,                    |
|                                         | implementation of special programs.           |

| Non-Observed Data                        | Planned, Non-Observed; Feedback from teachers/|
|                                          | parents about meetings,                       |
|                                          | responses from students regarding guidance   |
|                                          | activities or special guidance programs.      |

| Artifact Data                            | Planned, Artifact; Items agreed upon          |
|                                          | ahead of time (lesson plans, unique lessons,  |
|                                          | correspondence to parents/staff/community).   |

### UNPLANNED DATA COLLECTION

| Observed Date                            | Unplanned, Observed; Interesting/unique      |
|                                          | classroom lessons, counselor-student        |
|                                          | interactions inside and outside of the       |
|                                          | classroom, leadership in school committees,  |
|                                          | counselor-teacher/counselor-parent          |

| Non-observed Data                        | Unplanned, Non-observed; Word of mouth       |
|                                          | shared by others, comments from parents,     |
|                                          | other staff, telephone calls.                |

| Artifact Data                            | Unplanned, Artifact; Letters from parents,   |
|                                          | note or memos from other staff.              |
Scheduled Observation

Scheduled observations provide focused and comprehensive information. The number of observations will be determined by the counselor’s position within the evaluation cycle. The counselor may request additional scheduled observations.

Prior to a scheduled observation, the counselor and supervisor will establish the time and date of the observation, discuss the activity to be observed, and complete the Pre-Observation Worksheet (Page 28). Both the counselor and supervisor will retain a copy of the worksheet. The supervisor will take notes during the observation and interpret them on a Formative Form. Copies of the notes and the Formative Form will be given to the counselor within one school day of the observation. The duration of a scheduled observation will be determined during the pre-observation conference. The supervisor and counselor will discuss the data in a post-observation conference.

Unexpected events may necessitate a change in the scheduled observation time. If so, the counselor and supervisor will work together to identify an appropriate time for another observation and determine the need for another Pre-Observation Worksheet and discussion.

A. Unscheduled Observation

Due to the confidential nature of counseling, circumstances may make it necessary for the counselor to postpone unscheduled observation. Upon arrival for an unscheduled observation, the supervisor will ask if it is appropriate for the observation to take place at this time. Typically, several unscheduled observations will occur during an evaluation cycle. The counselor may request additional unscheduled observations. Unscheduled observations may occur during any activity in which the counselor and supervisor are jointly involved relating to school business.

The supervisor will take notes during the observation and interpret those notes on the Formative Form. Copies of the notes and the Formative Form will be given to the counselor within one school day of the observation. An unscheduled observation will not be used for evaluation purposes unless notes were taken, transferred to the Formative Form, and discussed in a post-observation conversation.
FORMATIVE FORMS

The Formative Form provides the format for documenting all planned and unplanned data collected during the formative phase. The role of the supervisor is to record data on the Formative Form. The data on this form becomes the basis for discussion between counselor and supervisor relating to job performance. The counselor and supervisor will each retain a copy of this form. Typically, the Formative Form will be used to record performance information. When only one or two criteria are being documented, the Short Formative Form may be used.

CONFERENCES

After recording data on the Formative Data Form, the counselor and supervisor will discuss the data. For observed data, this conference should occur, when practical, within two attendance days. If more than five attendance days (days when the supervisor and counselor are at school) transpire between the observation and the conference, either party has the option reject the observation and request another.

For non-observed and artifact data, the conference will occur within five attendance days after the data have been determined significant.

The counselor and supervisor sign the Formative Data Form, indicating the information on the form has been discussed. Either party will have the opportunity to make written comments on the Formative Data Form at that time. Additional written comments by either party should be shared within five attendance days, appended to the Formative Data Form, and discussed as soon as practical.

Each quarter a conference will take place between the counselor and supervisor for probationary counselors, tenure counselors on year one of the four-year cycle, and tenure counselors on Option C. This conference will be initiated either by the counselor or the supervisor. A Quarterly Conference Form will be completed by the counselor prior to the conference. The counselor will provide information about activities related to the six performance areas. The completed form will be used as a basis for discussion between the counselor and supervisor regarding the completion of counseling duties.
PROFESSIONAL PLANS

Professional Plans are for the ongoing development of all professional skills. A plan includes objectives and appropriate strategies for achieving the objectives as agreed upon between the supervisor or PALS team and the counselor.

PROFESSIONAL ENRICHMENT PLAN (PEP)

A professional Enrichment Plan (PEP) may be written as a single-year or multi-year plan and may continue through more than one evaluation cycle.

The PEP is risk-free, and counselors are encouraged to initiate professionally challenging plans. The PEP represents the ultimate in professional growth, with desired long-term benefits to the individual counselor, other counselors, students, and the school community. Multi-year plans that develop and refine knowledge and skills about guidance counseling practices, that provide an opportunity to implement the practices, and that provide the opportunity to share insights about the practices are encouraged.

PROFESSIONAL IMPROVEMENT PLAN (PIP)

Beginning with the first year of employment and continuing thereafter, a Professional Improvement Plan (PIP) will be developed by the counselor and supervisor if the supervisor determines that the counselor’s performance on a criterion is unsatisfactory or needs improvement. The purpose of the plan is to assist the counselor in attaining a satisfactory level of performance on each criterion. Once the concern identified in a PIP has been resolved and the plan is complete, the teacher returns to the evaluation option choice on the evaluation cycle. (See diagram, Pages 4 and 6).

A PIP Denotes a concern about performance and must be in place prior to a summative report if the counselor is to be rated “needs improvement” or “does not meet expectations” on any criterion. For the purpose of clarity, the counselor will be informed at the time of the development of the plan whether the concern about performance is or is not job threatening. Also, the supervisor is required to inform the counselor if that original status changes.
The summative phase is the review and synthesis of formative performance data. The Summative Evaluation Report is the document used to summarize the supervisor’s assessment of counselor performance for each criterion. The summative conference is the discussion between supervisor and counselor concerning the information on the Summative Evaluation Report.

The counselor will not be rated “needs improvement” or “does not meet expectation” unless the supervisor has previously discussed the concern and developed a Professional Improvement Plan. The Summative Evaluation Report will be completed by the supervisor prior to mid-March. The counselor and supervisor will sign the Summative Evaluation Report, indicating the document has been read and discussed. This does not necessarily mean agreement with the content. Either party will have the opportunity to make written comments on the report at that time. Additional written comments by either party must be shared within seven (7) working days and appended to the original copy of the Summative Evaluation Report. Copies of the report will be retained by the counselor, the supervisor, and the Assistant to the Superintendent for Personnel.

A counselor may request a review or an appeal of a professional judgment. This review/appeal is not to be confused with a grievance. A grievance is related to a perceived violation of the evaluation process as defined in policy; whereas, a review is related to a professional judgment made by the supervisor during the formative process, and an appeal is related to a professional judgment made by the supervisor during the summative process. Specifics of the grievance process are clarified in the district policy manual. The evaluation review/appeal process is described in the following paragraphs.

Following a discussion with the principal, a counselor has the right to request a review of data on a Formative Data Form or a Professional Improvement Plan. The request must be made in writing to the Assistant to the Superintendent for Personnel within seven (7) administrative center working days after receipt of the form or plan. The counselor must give a copy to the principal. Within seven (7) administrative center working days, the Assistant to the Superintendent for Personnel will review the request and discuss it with the counselor and the principal. The Assistant to the Superintendent for Personnel will append a written statement to the form or plan noting the review and the decision about the review.
Following a discussion with the principal, a counselor has a right to appeal the ratings on the Summative Evaluation Report to the Assistant to the Superintendent for Personnel. The appeal must be in writing within seven (7) administrative center working days after receipt of the Summative Evaluation Report and identify the reason for the request, including an explanation of the information supporting the appeal. A copy must be given to the principal. The appeal may be resolved by the Assistant to the Superintendent for Personnel and/or forwarded to the Superintendent at the request of the counselor or at the discretion of the Assistant to the Superintendent for Personnel. The Assistant to the Superintendent for Personnel or the Superintendent will respond in person, then in writing to the counselor. This response must be made within ten (10) administrative center working days of receipt of the appeal. All materials associated with an appeal shall be appended to the Summative Evaluation Report.

**SYSTEM REVIEW**

School district leadership will initiate a review of the evaluation system within two years of implementation. Subsequent reviews will be conducted at two-year intervals. The review will be made by counselors and administrators. The focus of this review will be to determine if criteria align with contemporary knowledge about effective guidance counseling practices, and if the performance evaluation process continues to maintain the focus of professional development.
SUGGESTED CRITERIA FOR
PERFORMANCE BASED COUNSELORS EVALUATION

Performance Area I

Guidance Curriculum:

A. Uses instructional techniques effectively.
B. Used guidance learning activities effectively.
C. Involves students actively in learning.
D. Provides focus for counseling program consistent with identified student and/or building needs.
E. Assesses student understanding.

Performance Area II

Individual Planning:

A. Presents accurate, relevant, unbiased information.
B. Involves the student in personalized educational and career planning.
C. Provides accurate and appropriate test interpretation.
D. Selects effective individual planning activities consistent with identified student needs.
E. Organizes and coordinates Special Education services.

Performance Area III

Responsive Services:

A. Selects counseling, consulting or referral interventions appropriate to the individual’s needs.
B. Conducts and organizes goal-oriented sessions.
C. Uses appropriate counseling techniques that are relevant to the topic and to student’s needs and abilities.
D. Provides timely follow-up.
Performance Area IV

System Support:

A. Provides a comprehensive and balanced guidance program.
B. Seeks program activities which meet identified student needs and are consistent with building and district goals.
C. Evaluates program activities.
D. Operates the guidance program within established procedures, policies and priorities.
E. Disseminates information which promotes the school guidance program.
F. Attends to ideas and concerns regarding the guidance program.

Performance Area V

Interpersonal Relationships:

A. Demonstrates positive interpersonal relationships with students to accomplish the district’s vision, mission and goals.
B. Demonstrates positive interpersonal relationships with parent/guardians and other members of the community to accomplish the district’s vision, mission, and goals.
C. Demonstrates positive interpersonal relationships with district personnel to accomplish the district’s vision, mission and goals.

Performance Area VI

Professional Responsibilities:

A. Participates in professional growth activities to accomplish the district’s vision, mission and goals.
B. Follows the policies and procedures of the school and the district.
C. Practices according to ethical standards and legal guidelines.
D. Assumes responsibilities outside the counseling program within the contractual day.
CRITERIA WITH DESCRIPTORS

The following is not meant to be all-inclusive nor are all items necessarily mutually exclusive. It should not be used as a checklist, but rather it is intended to make the school counselor’s role more tangible in terms of the valuation process.

Performance Area I

Guidance Curriculum (classroom activities, group activities, etc.):

A. Uses instructional techniques effectively.
   1. Develops appropriate guidance objective(s) and activity(ies).
   2. Instructs at an appropriate level of difficulty.
   3. Presents guidance lessons in a logical, sequential order.

B. Uses guidance learning activities effectively.
   1. Selects topic appropriate to the need and abilities of students.
   2. Strives to keep informed of current guidance programs and topics.
   3. Determines the optimal learning environment for guidance activities (e.g. classroom, small group, staff meeting, parent meeting, etc.).
   4. Selects and implements instructional methods and strategies appropriate for the learning objective(s).

C. Involves students actively in learning.
   1. Demonstrates a genuine enthusiasm for learning.
   2. Promotes an atmosphere of trust that encourages student risk-taking.
   3. Encourages and involves students who show little or no interest.
   4. Gives constructive feedback frequently and promptly.
   5. Helps students develop positive self-concepts.
   6. Provides students with opportunities for success (e.g. alternative assessments, reports, alternative testing, extra credit).
   7. Communicates challenging expectations to the students.
   8. Uses and appreciates humor in proper perspective.
   9. Uses activities which stimulate learning about relevant situation inside and outside the school.
   10. Encourages students to request needed assistance and respond constructively.
D. Provides focus for counseling program consistent with identified student and/or building needs.

1. Assesses student needs formally and informally.
2. Prioritizes program goals according to results of formal/informal needs assessment
3. Adheres to district guidance curriculum.

Performance Area II

Individual Planning (individual appraisal, individual advisement, placement, SSD, etc.):

A. Presents accurate, relevant unbiased information.

1. Presents information so that students can process/internalize it.
2. Highlights important points.
3. Clarifies student’s misunderstanding.
4. Identifies, selects, organizes, and makes education and career information available to students.
5. Demonstrates knowledge about educational and career alternative.

B. Involves the student in personalized educational and career planning.

1. Assists the student to develop an understanding of his/her abilities, achievement, interest, and goals.
2. Helps student establish goals and objectives.
3. Helps student develop planning skills
4. Encourages parental involvement in student planning.
5. Conducts activities with individuals, groups, or classes as needed.

C. Provides accurate and appropriate test interpretation.

1. Provides appropriate information to student, parent/guardian, and school staff in timely manner.
2. Assists the individual to interpret test results and reports.
3. Respects the confidential and private nature of individual test information.
4. Understand and applies basic concepts and principles of measurement and evaluation.
5. Gathers and processes student data appropriately for use in guidance and counseling.
D. Selects effective individual planning activities consistent with identified student needs.

1. Assesses student needs formally and informally.
2. Utilizes follow-up studies to assist a student in education and career planning.
3. Provides information about important dates and tasks to be accomplished.
4. Adheres to district guidance program.

E. Organizes, coordinates and assists special education services as required by the building administrator.

1. Demonstrates knowledge and understanding of the special education process.
2. Establishes, facilitates or supports Care Team meeting.
3. Facilitates the completion of the referral packet.
4. Participates actively in the stages of the referral, diagnostic and IEP processes.
5. Assists and supports parents throughout the special education process.

Performance Area III

Responsive Services (crises consultation, personal counseling, counseling, referral skills, etc.):

A. Selects counseling, consulting or referral intervention appropriate to the individual’s needs.

1. Establishes, facilitates or supports Care Team meetings.
2. Identifies problems and issues to be resolved.
3. Recognizes own personal/professional limitations.
4. Organizes case load appropriately.
5. Accepts referrals in a competent and professional manner.
6. Responds appropriately to requests for information.
7. Involves students in the counseling, consulting and referral processes.

   a. Counseling

      1. Utilizes a variety of techniques and procedures.
      2. Operates from consistently applied theoretical bases.
      3. Displays a non-judgmental attitude toward students.
      4. Understand the dynamics of individual behavior in the counseling environment.
      5. Hold student-focused sessions.

   b. Consulting

      1. Maintains professionalism and expertise.
      2. Shares knowledge willingly.
      3. Gathers as much information as needed to consult effectively and efficiently.
      4. Understands counselor’s responsibilities in the consulting process.
      5. Establishes credibility by being able to suggest a variety of options, alternatives, resources, or strategies.

   c. Referral

      1. Demonstrates knowledge about sources for referral.
      2. Conducts adequate research about referral sources.
      3. Selects appropriate referral source.
      4. Refers at appropriate time in counseling process.
      5. Initiates contacts between referral sources and individuals who have been referred.

B. Conducts and organizes goal oriented sessions.

   1. Establishes and reasonably attains objectives.
   2. Avoids inappropriate digressions from the session objectives.
   3. Considers divergent needs of the group/individual.
C. Uses appropriate counseling techniques that are relevant to the topic and to student’s needs and abilities.

1. Discerns when individual or group counseling is most appropriate.
2. Structures groups as to topic, purpose and membership.
3. Displays working knowledge of child development and age appropriate behavior.
4. Demonstrates skill in the use of group techniques appropriate for student’s level.

D. Provides timely follow-up.

1. Monitors student progress.
2. Facilitates communication with appropriate people.
3. Prepares/maintains appropriate documentation.
4. Facilitates implementation of follow-up activities as recommended for student by referral sources.

Performance Area IV

System Support:

A. Provides a comprehensive and balanced guidance program.

1. Uses effective planning skills.
   a. Assesses program needs and priorities accurately.
   b. Establishes realistic program goals.
   c. Uses results of evaluation to improve program.
   d. Plans program and activities.
   e. Determines suitable and workable time schedule.
   f. Plans an overview of the year.
   g. Writes program plan.

2. Uses effective organizational skill.
   a. Establishes meaningful objectives.
   b. Sequences activities in a meaningful design.
   c. Sets timelines and follows them.
   d. Operates from a program calendar.
3. Uses resources effectively.
   a. Selects and creates appropriate materials.
   b. Manages equipment, facilities and budget effectively.
   c. Takes proper care/makes proper use of equipment.
   d. Utilizes administration and other staff as appropriate.
   e. Provides resource materials and information to students, staff, parents.

4. Evaluates program effectively
   a. Evaluates systematically overall program effectiveness.
   b. Uses results of evaluation to improve program.

B. Selects guidance program activities that meet identified student needs and are consistent with building and district goals.
   1. Bases building program on student and community needs.
   2. Bases building program on the district framework.

C. Evaluates program activities.
   1. Determines effectiveness of activities.
   2. Assesses student growth in guidance and counseling activities.
   3. Uses formal and informal methods to evaluate programs and activities.
   4. Reassesses program goals, objective, and strategies as needed.

D. Operates the guidance program within established procedures, policies, and priorities.
   1. Administers activities in accordance with district guidelines and policies.
   2. Complies with building rules and regulations.
E. Disseminates information which promotes the school guidance program.

1. Explains the philosophy, priorities, and practices of the guidance program effectively and articulately.
2. Has a building PR plan for helping the parents as well as the students and staff understand the guidance program and its variety of activities.
3. Uses a variety of strategies to communicate to parents, e.g., newsletters, columns, parent education sessions, open houses.

F. Attends to ideals and concerns regarding the guidance program.

1. Listens with an open mind.
2. Accepts suggestions gracefully.
3. Strives to understand concerns of parent/guardians and the community.
4. Maintains professional detachment in circumstances where patrons are misinformed or mistrusting.

Performance Area V

A. Demonstrates positive interpersonal relationships with students to accomplish the district’s vision, mission, and goals.

1. Demonstrates respect, understanding, and acceptance of each student as an individual regardless of sex, race, ethnic origin, cultural heritage/diversity, social-economic background, religion, or disability.
2. Uses active listening skills (e.g., affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
3. Respects the rights of others to hold differing views and values.
4. Uses discretion in handling confidential information and difficult situations.
5. Displays a positive attitude and interacts with students in a respectful and friendly manner.
6. Uses and appreciates humor in proper perspective.
7. Interacts with students in a mutually respectful, empathetic, and just manner.
8. Promotes a positive image of the school and district within the community.
10. Works cooperatively in planning and implementing guidance programs which reflect the best interests of the students.
11. Promotes positive self-image in students.
12. Gives praise and constructive feedback
13. Encourages students to develop to their full potential.
15. Supports and participates in parent/staff activities.
16. Provides positive encouragement to parents/guardians and other members of the community in attempting to resolve student problems.

B. Demonstrates positive interpersonal relationships with school personnel to accomplish the district’s vision, mission, and goals.

1. Demonstrates respect, understanding, and acceptance of school personnel as individuals regardless of sex, race, ethnic origin, cultural heritage/diversity, social-economic background, religion, or disability.
2. Uses active listening skills (e.g., affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
3. Respects the rights of others to hold differing views and values.
4. Uses discretion in handling confidential information and difficult situations.
5. Displays a positive attitude and interacts with school personnel in a respectful and friendly manner.
6. Uses and appreciates humor in proper perspective.
7. Interacts with school personnel in a mutually respectful, empathetic, and just manner.
8. Promotes a positive image of the school and district with the community.
10. Works cooperatively in planning and implementing guidance programs which reflect the best interest of the students.
11. Shares ideas, materials, and methods with other staff.
12. Works cooperatively with support staff.
13. Works cooperatively with school’s administration to implement policies and regulations for which the school is responsible.
14. Provides encouragement to other staff and supports colleagues during time of personal challenges.
15. Informs administrators and/or appropriate personnel of school-related matters.
Performance Area VI

Professional Responsibilities

A. Participates in professional growth activities to accomplish the district’s vision, mission, and goals.
   1. Maintains and utilizes current knowledge of developments and issues which enhance the guidance counseling process.
   2. Demonstrates and models a commitment to life-long learning.
   3. Assumes responsibility and participates actively in the evaluative process to effect ongoing professional growth plan.
   4. Develops and implements a professional growth plan.
   5. Demonstrates a commitment by participating in professional activities (e.g., professional organization, coursework, in-service activities, conferences, and reading professional literature).
   6. Takes advantage of opportunities to learn from colleagues, students, parents/guardians, and community members.

B. Follows the policies and procedures of the school and the district.
   1. Demonstrates awareness of policies, regulations, and procedures of school and district applicable to his/her position.
   2. Works cooperatively with administration and other school personnel.
   3. Selects appropriate channels and procedures for resolving concerns and problems.
   4. Complies with school policy on attendance and punctuality.
   5. Completes duties promptly and accurately.
   6. Maintains and provides accurate records/data.
   7. Handles confidential information ethically and with discretion.
   8. Separates personal interest/problems from professional responsibilities.
   9. Recognizes and deals effectively with crisis issues (e.g., Substance abuse, child abuse, suicidal behavior, mood changes).

C. Practices according to the profession’s ethical standards and legal guidelines.
   2. Adheres to district policies and legal guidelines.
   3. Communicates confidential information appropriately.
   4. Resists value judgments.
D. Assumes responsibilities outside the classroom within the confines of the contractual day.

1. Exercises responsibility for student management on school property.
2. Participates in district and school programs, activities, and projects.
3. Assumes an appropriate share of non-instructional responsibilities.
4. Supports students’ programs, activities, and projects.
PRE-OBSERVATION WORKSHEET

Counselor and colleague/supervisor complete this form and discuss content prior to scheduled observation.

______________________________   __________   ______________________________
Counselor                                      Date                            School
IN:                                      OUT:

______________________________   __________________   ______________________
Performance Area/Topic                     Population Served                  Observation Time

1. What is the purpose of this activity? (Short Term Goal)

2. Which of the basic goals of the program will be addressed? (Long Term Goals)

3. Describe what will take place.

4. Are there any special circumstances of which the colleague/supervisor should be aware?

NOTES:

______________________________   ______________________________
Counselor’s Signature/Date                            Colleague’s/Supervisor’s Signature

Signatures indicate the data have been read and discussed. Copies to Counselor and Colleague/Supervisor.
FORMATIVE DATA FORM

Counselor ______________________________   Date _________        Type of Information
Scheduled Observation
___ Unscheduled
___ Artifact Data
___ Non-observed Data

School __________________________________________

Performance Area/Topic ____________________________

Population Served ________   Observation Time ________

I.   Guidance Curriculum

A. Uses instructional techniques effectively.

B. Uses guidance learning activities effectively.

C. Involves students actively in learning.

D. Provides focus for counseling program consistent with identified student and/or building needs.

E. Assesses student understanding.
II. Individual Planning
A. Presents accurate, relevant, unbiased information.

B. Involves the student in personalized educational and career planning.

C. Provides accurate and appropriate test interpretation.

D. Selects effective individual planning activities consistent with identified student needs.

E. Organizes and coordinates Special Education services.

III. Responsive Services
A. Selects counseling, consulting, or referral interventions appropriate to the individual’s needs.

B. Conducts and organizes goal-oriented sessions.
C. Uses appropriate counseling techniques that are relevant to the topic and to student’s needs and abilities.

D. Provides comprehensive and balanced guidance.

IV. System Support
A. Provides comprehensive and balanced guidance.

B. Selects guidance program activities which meet identified student needs and are consistent with building and district goals.

C. Evaluates program activities.

D. Operates the guidance program within established procedures, policies, and priorities.
E. Disseminates information, which promotes the school guidance program.

F. Attends to ideas and concerns regarding the guidance program.

V. Interpersonal Relationships
A. Demonstrates positive interpersonal relationships with students to accomplish the district’s vision, mission, and goals.

B. Demonstrates positive interpersonal relationships with parents/guardians and other members of the community to accomplish the district’s vision, mission, and goals.

C. Demonstrates positive interpersonal relationships with district personnel to accomplish the district’s vision, mission, and goals.

VI. Professional Responsibilities
A. Participates in professional growth activities to accomplish the district’s vision, mission, and goals.

B. Follows the policies and procedures of the school district.
C. Practices according to ethical standards and legal guidelines.

D. Assumes responsibilities outside the counseling program within the contractual day.

__________________________________________________________________________________________
Counselor’s Signature/Date                                                        Colleague’s/Supervisor’s Signature/Date

Signatures indicate the data have been read and discussed. Copies to Counselor and Colleague/Supervisor.
FORMATIVE DATA FORM
(Short Form)

Counselor ______________________________   Date _________

School _____________________________________________

Subject Area _______________________________________

Grade Level ______________   Observation Time __________

This form is used in lieu of the longer form when only one or two criteria are being documented.

CRITERION:

DATA:

CRITERION:

DATA:

_____________________________   ________________________________
Counselor’s Signature/Date   Colleague’s/Supervisor’s Signature/Date

Signatures indicate the data have been read and discussed. Copies to Counselor and Colleague/Supervisor.
QUARTERLY CONFERENCE FORM

I. Guidance Curriculum

II. Individual Planning

III. Responsive Services

IV. System Support
V. Interpersonal Relationships

VI. Professional Responsibilities

_____________________________________   __________________________________
Counselor’s Signature/Date                                    Supervisor’s Signature/Date

Signatures indicate the data have been read and discussed. Copies to Counselor and Supervisor.
Professional Enrichment Plans are designed to accommodate the professional enrichment needs of counselors in the Ritenour School District. The counselor and colleague or supervisor will work together to develop professional goals and strategies to meet those goals. Plans should clearly articulate how the accomplishment of the goals will positively impact students. Professional enrichment materials may be maintained in portfolio.

Goal(s):

Annual objectives to accomplish goal(s):
Professional Enrichment Plan…Page 2

Annual activities for accomplishing objective(s):

Explanation of how goal(s) and related objective(s) impact students:

Target dates for completion of goal(s) and objective(s):

Plan Developed: _________________________   _________________________

Counselor’s Signature/Date   Colleague’s/Supervisor’s Signature/Date

If plan revised (date/initials): _________________________________________________

If alternate plan developed (date/initials): ________________________________

Plan Completed: _________________________   ________________________________

Counselor’s Signature/Date   Colleague’s/Supervisor’s Signature/Date

Signatures initials indicate this plan has been discussed. Copies to Counselor and Colleague/Supervisor.
PROFESSIONAL IMPROVEMENT PLAN

___ Job Threatening

___ Not Job Threatening

*Professional Improvement Plans* are developed and implemented to assist the counselor in meeting the performance expectations in the Ritenour School District. The Counselor and supervisor will work together to improve counselor performance and thus better serve the students of the District.

Criterion:

Improvement Objective(s):

Procedures for Achieving Objective(s):
Professional Improvement Plan…Page 2

Assessment method and short/long-term dates:

Comments:

Plan Developed: _________________________   ________________________________
          Counselor’s Signature/Date     Colleague’s/Supervisor’s Signature/Date

If plan revised (date initials): _________________________________________________

If alternate plan developed (date/initials): _______________________________________

Plan Completed: _________________________   ________________________________
          Counselor’s Signature/Date     Colleague’s/Supervisor’s Signature/Date

Signatures/initials indicate this plan has been discussed. Copies to Counselor and
Colleague/Supervisor.
RITENOUR SCHOOL DISTRICT

SUMMATIVE EVALUATION REPORT

Counselor _______________________________   Supervisor ______________________

Position/Level _____________________________________________________________

School _____________________________________________ School Year __________

Classification:                Probationary                Tenured

PERFORMANCE AREA: Guidance Curriculum

CRITERIA:

I. GUIDANCE CURRICULUM

<table>
<thead>
<tr>
<th>The Counselor</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Uses instructional techniques effectively.</td>
<td>______</td>
<td>______</td>
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<tr>
<td>B. Uses guidance learning activities effectively.</td>
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<tr>
<td>C. Involves students actively in learning.</td>
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<tr>
<td>D. Provides focus for counseling program consistent with identified student and/or building needs.</td>
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<tr>
<td>E. Assesses student understanding.</td>
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</tbody>
</table>
II. INDIVIDUAL PLANNING

<table>
<thead>
<tr>
<th>The Counselor</th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Presents accurate, relevant, unbiased information.</td>
<td>_______</td>
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<tr>
<td>B. Involves the student in educational and career planning.</td>
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<tr>
<td>C. Provides accurate and appropriate test interpretation.</td>
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<tr>
<td>D. Selects effective individual planning activities consistent with identified student needs.</td>
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<td>_______</td>
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<tr>
<td>E. Organizes and coordinates Special Education services.</td>
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III. RESPONSIVE SERVICES

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<tr>
<th></th>
<th>Meets Expectations</th>
<th>Needs Improvement</th>
<th>Does Not Meet Expectations</th>
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</thead>
<tbody>
<tr>
<td>A. Selects counseling, consulting or referral interventions appropriate to the individual’s needs.</td>
<td>_______</td>
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<tr>
<td>B. Conducts and organizes goal-oriented sessions.</td>
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<tr>
<td>C. Uses appropriate counseling techniques that are relevant to the topic and to the student’s needs and abilities.</td>
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<tr>
<td>D. Provides timely follow-up.</td>
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</table>
### IV. SYSTEM SUPPORT

<table>
<thead>
<tr>
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<th>Meets Expectations</th>
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<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provides a comprehensive and balanced guidance program.</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>B. Selects guidance program activities which meet identified student needs and are consistent with building and district goals.</td>
<td>_______</td>
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<tr>
<td>C. Evaluates program activities.</td>
<td>_______</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>D. Operates the guidance program within established procedures, policies, and priorities.</td>
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<tr>
<td>E. Attends to ideas and concerns regarding the guidance program.</td>
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### V. INTERPERSONAL RELATIONSHIPS

<table>
<thead>
<tr>
<th>The Counselor</th>
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</thead>
<tbody>
<tr>
<td>A. Demonstrates positive interpersonal relationships with students to accomplish the district’s vision, mission, and goals.</td>
<td>_______</td>
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<tr>
<td>B. Demonstrates positive interpersonal relationships with parents/guardians and other members of the community to accomplish the district’s vision, mission, and goals.</td>
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</tr>
<tr>
<td>C. Demonstrates positive interpersonal relationships with district personnel to accomplish the district’s vision, mission, and goals.</td>
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VI. PROFESSIONAL RESPONSIBILITIES

<table>
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<th>Does Not Meet Expectations</th>
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<tbody>
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<td>_______</td>
<td>_______</td>
<td>_______</td>
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<tr>
<td>B. Follows the policies and procedures of the school and the district.</td>
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<tr>
<td>C. Practices according to ethical standards and legal guidelines.</td>
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<tr>
<td>D. Assumes responsibilities outside the counseling program within the contractual day.</td>
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</tbody>
</table>
Supervisor’s Summary:

Recommendation for Employment:

___ Renewal of Employment     ___ Continuing Contract Recommended

___ Non-Renewal of Employment  ___ Termination Recommended

Counselor’s Comments:

Date of Conference                Signature of Counselor                  Signature of Supervisor

The signature herein indicate the Counselor and Supervisor have discussed the completed Summative Evaluation Report.
TERMINOLOGY

CRITERIA are the job-related expectations of the counselor which are effective guidance and counseling procedures.

DATA are those items collected, either planned or unplanned, to validate information during the evaluation process.

DESCRIPTORS are phrases describing behaviors which help to communicate the meaning of a criterion. The descriptors are not an all inclusive listing of the behaviors that might be associated with a criterion.

COUNSELOR EVALUATION COMMITTEE is a committee appointed by the superintendent of schools or designed for the purpose of reviewing the evaluation system. The committee is composed of counselors and administrators and has a majority of counselor members.

FORMATIVE DATA FORM is the on-going process of data collection, documentation, conferencing, and growth plans designed to promote professional development.

PEER ASSISTANCE FOR LEARNING AND SUPPORT (PALS) is a program to provide assistance and support for counselor which may include peer observation, collaborative discussions, and similar activities to support personal growth.

PORTFOLIO is a collection of data which a counselor maintains over a period of time which may include lesson plans, videotapes of lessons, a journal, etc.

PROFESSIONAL ENRICHMENT PLAN (PEP) is a growth plan designed to help the counselor develop and refine knowledge and skills about counseling practices as well as sharing insights about the practices.

PERFORMANCE AREA is a grouping of criteria which are similar.

PROFESSIONAL IMPROVEMENT PLAN (PIP) is a growth plan designed to assist the counselor in attaining a satisfactory level of performance on each criterion.

PROFESSIONAL REFLECTION is a process whereby the counselor analyzes the effectiveness of a lesson and his/her performance, seeks input from others and makes changes where necessary.
QUARTERLY CONFERENCES are conducted once each quarter by the building principal and guidance counselor. These conferences provide the opportunity for the building administrator and guidance counselor to discuss specifics regarding the counseling program and the counselor’s performance.

SUMMATIVE EVALUATION REPORT is used to summarize the supervisor’s rating of performance for each criterion.

SUMMATIVE PHASE is the review and synthesis of formative data pertaining to the performance of the counselor.

SUPERVISOR is a person responsible for administering the evaluation process.